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A Christmas Greeting Page

Chicago, December 1, 1923.

To the Domestic Science Teachers of the Nation:

A Merry Christmas to you and to your students, one and all.

"THE 1923 CHRISTMAS DINNER. JUST WHAT SHALL IT BE?"

is a question now being asked in the American home all the way from Boston to San Francisco. And that same question is being considered, and answered, in Domestic Science classes the country over. Here are just a few "Reliable Recipes" that will be helpful to mother, teacher, student, in preparing some dainty dishes for the Christmas menu:

RAISIN BREAD

4 cups flour	6 level teaspoons Calumet Baking Powder
1½ teaspoons salt	2 cups milk
1½ level tablespoons lard	1 cup raisins
1/3 cup sugar	

Sift baking powder, flour and salt together. Add milk and melted fat and mix. Work into loaves, pan and bake in hot oven 30 minutes. Graham flour may be used instead of white flour. Add the sugar with the flour and add the raisins when partly mixed.

CHOCOLATE COCOANUT CAKE

3½ cups pastry flour	3½ level teaspoons Calumet Baking Powder
1¼ cups sifted granulated sugar	1 cup milk
½ cup butter	4 egg whites

Sift flour, then measure; add baking powder; sift three times, and set aside. Cream butter and add sugar thoroughly; add milk and flour alternately; beat well, then fold in well-beaten whites. Bake in two layers from 25 to 30 minutes.

FILLING

Melt two squares of unsweetened chocolate	1 tablespoon flour
1 cup sugar	1 cup sweet milk
	Yolks of 2 eggs

Cook all together in double boiler until thick; take from fire and stir in ½ cup cocoanut; when cold put between layers and on top; sprinkle cocoanut on top of cake.

LEMON CREAM PIE

4 eggs	2 heaping tablespoons flour
The grated rind and juice of 2 lemons	1 cup sugar
	1½ cups boiling water

Beat the yolks and whites of the eggs separately. To the beaten yolks add the sugar, flour, lemon juice and rind, and lastly the boiling water. Cook in a double boiler and when it begins to thicken, add to it one-half of the beaten whites. Stir this in thoroughly and let it cook until it is as thick as desired.

Use the remainder of the whites of the meringue on top of pie. After your custard has cooled, fill a baked shell of pie paste, pile the meringue on top, and bake in a very slow oven until the meringue is brown.

PLAIN CARAMELS

Two cups white sugar, ⅔ cup sweet milk and fill up with melted butter; 1 teaspoon of vanilla or lemon. Stir until it begins to boil, but not again. Cook until it turns a light brown (20 to 25 minutes.) Pour out on buttered tins, and when partly cooled mark off in squares.

NEW YORK ICE CREAM

Two cups milk, 3 cups cream, 1 cup sugar, 1 pinch salt, yolks of 4 eggs, 1 tablespoon gelatine, 1 tablespoon vanilla or lemon extract. Make a custard of the milk, sugar, eggs and salt. Bring it to a boil. Remove from the fire and add the gelatine, melted in a little warm water, cool, strain and flavor. Whip the cream, add it to the custard and freeze after it has become cold.

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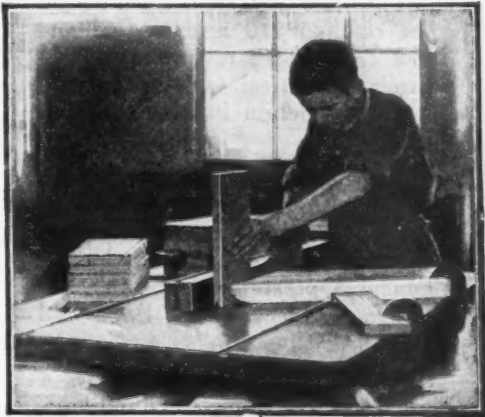
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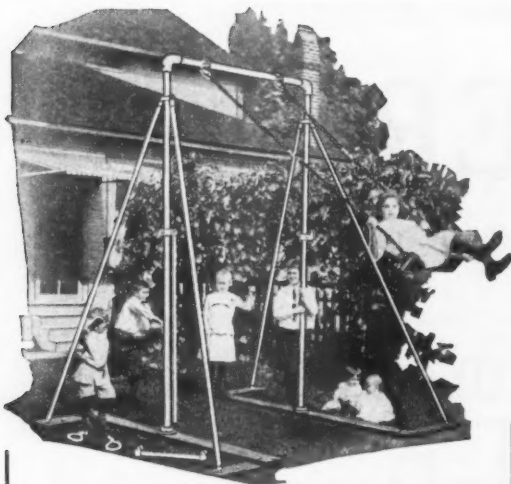
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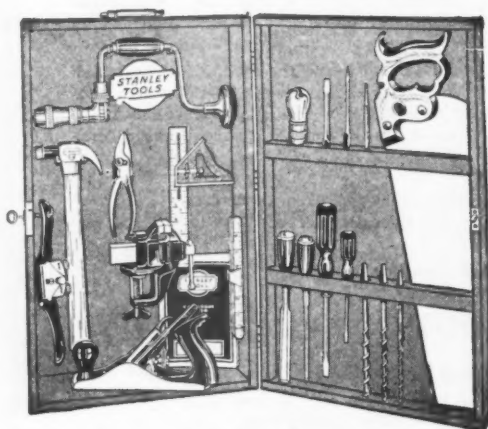
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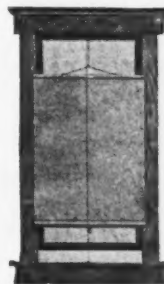
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EDITORIAL



UNDER caption, "The Supply of University Teachers," Dr. Walter Morris Hart of the University of California, contributes to this issue of the Sierra Educational News a most noteworthy pronouncement. Dr. Hart enters a strong plea in the interest of scholarship. He regrets that in our universities throughout the land

TWO-FOLD FUNCTION OF UNIVERSITY

there is a noticeable thinning in the ranks of the scholars. He points out that "in their special function of research and investigation, all universities are at the present time seriously and increasingly handicapped by the lack of properly trained scholars."

With certain of the utterances of Dr. Hart, we find ourselves in hearty accord. It is regrettably true today that we have all too few real scholars. This might have been said of any day and generation. If in the universities there are not scholars of rich and abundant learning, it is hardly likely that such would be found in the channels of activity outside the university. We need, indeed, we have all along needed, men and women of wide scholarship, of deep insight, of profound learning, of abundant knowledge, and it is to be hoped that in the days to come such men will be drawn to the universities. We say "drawn to" the universities, for unless the proper "raw material," so to speak, presents itself at the door of the university, all the training and erudition of the classic halls brought to bear upon the students, will not suffice to produce scholars.

Dr. Hart, in speaking of the universities, mentions "their special function of research and investigation." If investigation and research were, indeed, the chief function of the university, or the only function, the problem of the scholar would be even greater than it is. There

is a general belief, a fallacy on the part of many university men, that research and investigation indeed constitute the chief function of the institutions they represent. In point of fact, the all-prevailing weakness today in the University of California, and to a greater or less extent in any university throughout the land, is the lack, not of scholars, but of teachers. To discover to the world new truths, to develop additional wells of knowledge, to add to the sum total of human understanding, is, indeed, a function of the university. But fully as important is it that knowledge be imparted. The university must address itself to teaching. Long, indeed, must we look amongst the scholars to find one with the ability to teach, to impart knowledge, to tell what he knows, to carry over his information to others, to instill in others the love for learning and to direct the learner to be himself a student and scholar. Teaching is an art, and there are all too few artists in the ranks of the teaching profession.

Dr. Hart is right when he says that "our graduate schools do not produce as many well-trained men as they should." One reason for this is that much of the so-called teaching is turned over to assistants. Another is that the very men who are supposed to be experts or scholars, instead of engaging in teaching in the graduate school, thus to turn out well-trained men, are giving their time to some pet problem of research. Too often such teaching as they engage in is only to exemplify and carry out their own theories and investigations.

For this, elementary teaching and administration are not usually to blame. Much more is it likely to be true that the one who is supposed to teach is focusing his chief attention upon some investigation in a narrow field of human endeavor, that he may complete "a study" that shall give him preferment amongst

his colleagues, or to complete a book. Too often do we find that in order to hold his place in the university an instructor or professor must make a so-called contribution, many times in the form of a book or publication, and this so frequently, that he has no time for teaching. Upon such contribution, rather than upon ability to impart knowledge, too often depends professional and financial advancement in the institution.

Even in our high schools, the same problem presents itself. Those who are engaged in teaching in the secondary schools, themselves products of the university, are too often using their classes simply as laboratories for personal advancement. It is true that while the most scientific investigation is accomplished by your university professor, the most scientific teaching is still done by the normal school or teachers' college graduate.

By all means, let us send to the university young men and women who, because of better teaching in the elementary and secondary school, are more thoroughly trained in fundamentals than at present. But the chief fault lies not here, for, as said, practically all the teaching in the secondary schools is performed by those whose training has been secured in the university. Emphasis by them is too often placed upon scholarship to the exclusion of good teaching. The two should, of course, go hand in hand.

These observations lead obviously to the conclusion that we do not, as yet, have a complete state system of schools. In this, we are not speaking of California only, but of the states in general. Simply to point to the school next below as the weak link in the educational chain will not solve the problem. High schools must cease to think of the secondary school as the *sine qua non*, and those of the university must acknowledge the importance both of elementary and secondary education. All along the line there must be recognition of two cardinal principles: first, the necessity for a knowledge of subject matter, of opening up of new fields of knowledge, of developing real scholars, as

suggested by Dr. Hart; secondly, that there must be greater emphasis upon the all too rare ability to teach. For never was there a greater fallacy in education than the belief, still widely held, that he who knows his subject can impart knowledge concerning the same, or inspire other minds to the student attitude or love for scholarship.

A. H. C.

WITH 20,000 names upon a mailing list, there will occasionally arise a situation in which for one or another reason a subscriber will fail to receive his magazine. However, under the system in use in the office of the California Teachers' Association and Sierra Educational News, there should be practically no instances of such non-receipt if the names and addresses of the members of our Association have been properly filed with this office.

HAVE YOU
CHANGED
YOUR ADDRESS?

We have many times had occasion to remind our readers that the Sierra Educational News goes automatically to those who are members of the Association. Memberships are written in the six sections under the general direction of the Executive Secretary of the State Association, but directly through the office of the Section Secretary. The latter has the assistance of various county and city superintendents, principals and teachers. If error is made in a name or address by any collector or clerk, such error may pass unchanged through the local Secretary's office and reach the State Office in this manner. In such case, the address in our office would be wrong and the magazine would be sent to such wrong address.

It must be understood further that only first-class mail is forwarded. Therefore, if a teacher moves from one place to another or changes his mail address, notice of such change must reach this office, or the mailing list will continue to be wrong. Notice of such change must come to us either through the teacher himself or in some instances through the postoffice or through some friend who knows of the re-

moval. It is unfortunately true that teachers, more than any other group of people, move about in their residence. This, of course, is especially true of teachers in rural districts at the end of the year. It is also true of teachers in the cities during the year.

A considerable number of teachers have, during the past fall, changed their address without notifying this office. As a result, copies of the Sierra Educational News, printed and mailed at great expense, are lying in postoffices undelivered. We had the other day from the Postmaster at Modesto a list of 24 teachers who had removed from Modesto since the close of the schools in June. None of these 24 teachers had notified this office of removal. In consequence, the September and October numbers of the magazine had been sent as heretofore. This made necessary correspondence with the Superintendent of the Modesto schools and with result that the addresses of 14 of the total 24 were found. Ten of the 24 we are entirely unable to trace. It then took time and money to correspond with the Postoffice authorities, sending them special postage, that the 14 whose addresses we had might have the magazine forwarded to them. Postage was also sent the Postmaster to return to us September and October copies of the magazine for the 10 whose addresses we cannot secure. These 10, whose eyes may not fall upon this editorial because they do not get the magazine, will still be placing blame on this office for carelessness, when the trouble lies nowhere but with themselves.

A similar situation developed a few days ago at the town of Chino. We were notified by the Postmaster that 15 copies of the magazine could not be delivered owing to removal. In only a few of these cases have we been able to trace the new address. Let it be remembered that undelivered magazines are a total loss, and that the great desire of this office is that members of the Association should have promptly and regularly copies of the magazine delivered to them. It must also be borne in mind that the burden of proof for the notice

of removal or change of address of a teacher is on the shoulders of the teacher. Otherwise, this office is powerless to do its part in the proper delivery of mail. A. H. C.

AS 1923 draws to a close, and we pause to review in retrospect the work of the past year, we are surprised at the progress to be recorded during these twelve months.

It is true that proper provision was not made by those in charge of financial budgets to properly care for the schools and PROGRESS for other social and humanitarian work. Through the cooperation of all friends of education, IN 1923 however, the schools have gone forward in splendid form. Never in any previous year has there been the concert of action and solidarity of purpose on the part of all friends of education that has been noticeable this year.

A number of cases at law, recently heard before the Supreme Court of this State, have, in their outcome, been entirely favorable to the schools and to the program of those who have the schools in charge.

As a result of the unwise criticisms of our educational system, the people generally have given serious attention to studying and investigating the work of the schools. Where before the parents and patrons, sometimes denominated "the taxpayers," have been willing that the teachers and school authorities should be responsible for the schools, they are now interesting themselves in finding out exactly what is being done, and why and how. It is this cooperation on the part of all and this increasing interest that indicates a tremendous forward step in education. Many of those who before criticised the work of the schools as superficial and contended that too much money was being spent in education, are openly stating that from a financial point of view the school is the greatest asset the State has. They admit that we need to spend more, not less. They agree with the statement, so often made by us, that what we need is *more money, better spent*.

A. H. C.

RECENT CONTINUATION SCHOOL LAWS IN
FOREIGN COUNTRIES

P. H. PEARSON, Washington, D. C.

THE war caused all countries in Europe to inquire into the changes desirable in their school systems. They saw that the most critical period in the life of young persons is the time immediately after they have finished the public schools. While some entered vocational schools, technical and business, to learn a trade, the existing schools took care mainly of those pupils who expected to follow the learned callings and who had the means to pay for advanced instruction.

The vast majority of pupils were, in consequence, dropped after they had finished the grades, and permitted to drift until they some way or other found employment. But to let boys and girls simply drift till they are old enough to secure employment, results in enormous waste and disappointment. The notion, therefore, became prominent that education should be continuous, and should have no abrupt termination on commencement day. A suitable transition period should help the pupil from the school to the farm or the shop or the office, and assist him while he was becoming established.

The kind of school most easily adapted to the new conception, and hence best suited to help the pupil over the transition period, was seen to be the continuation school. Between 1918 and 1921 several countries, accordingly, either passed laws to establish such schools or to improve schools of that kind already established. Such measures were adopted by Scotland, England, France, Sweden, Finland, Germany, and the province of Ontario, Canada. In Norway and Belgium laws of the same kind are under way.

The laws passed by these countries differ respectively with regard to their obligatory character. In France a government committee confers with a local committee and decides whether or not continuation courses are to be established in a particular community. In Germany the new constitution requires pupils leaving the public schools to continue to attend part-time instruction for three additional years, but leaves to the several states the duty of building up this instruction according to needs felt in the local areas. Finland has supplemented her present system of continuation schools by a required period of two years after

completing the folk school. The province of Ontario, Canada, requires boys and girls to attend full-time instruction between the ages of 14 and 16, and part-time instruction from 16 to 18. The most complete continuation school laws, both with respect to scope, details of organization and positive requirements, are those passed in England, Scotland and Sweden during the year 1918.

The courses of study are accordingly made out by the community and submitted to the central authority for approval. In this way the instruction may be given either a broad cultural character or a specialized technical character, according to ideals or the industry that predominates in the locality. The experience thus far shows that no attempts are made to narrow the instruction of the continuation school within the limits of a trade or a technical occupation. Workers in the trades who attend as part-time pupils have sometimes expressed their own preference for the broadly cultural subjects that lie outside of their trades.

Another outstanding characteristic shows that these countries have all become aroused to a sense of responsibility for the health of their pupils and young people. Continuation schools may not be conducted as evening classes. Both the instruction and the health suffer when at the end of the day tired pupils are taught by tired teachers. In some countries evening instruction has been the rule, and there is even now great opposition against discontinuing the evening classes in favor of day instruction. As the schools are designed for pupils engaged in wage-earning work, the laws regulating them have had to deal with child labor and particularly with arrangements for the pupil to be released from work in order to attend classes.

In England the pupil's work is suspended on days when he attends school, not only for the hours comprising the recitations, but also for an interval of rest, that he may not have to hurry from factory to school and from school to factory, but be in a fit bodily and mental condition to do both his mental and physical work.

These laws provide also for a range of welfare work not formerly brought within the scope

of continuation schools. Medical treatment is ordered where necessary. The local authorities are advised and urged to organize holiday or school camps, physical training centers and playing fields.

Most of these laws have sought to embody the transition feature already mentioned, namely, helps for the pupil to find employment and to become properly started in a suitable occupation. These laws take note of the fact that when a pupil is ready to accept work he does not know where to look for it, and that when he finds a prospective employer he is unskilled in stating his own case. Right here is where the laws ask his teachers to help him—to assist him in finding the thing for which he is suited, as well as to keep him out of the thing he ought not to try.

The schools of Switzerland have adapted themselves to this fact, realizing that the school period and the wage-earning period of boys and girls overlap, hence an intermediary period of both study and wage-earning labor. With this in view, the school board of "Zurich directs that a vocational textbook shall be studied as an obligatory subject in the final elementary classes and in the first two continuation classes." Every teacher, moreover, is furnished with a list of available positions and also of places in the city where practice in the trades can be secured. With the same purpose in view, industrial establishments have organized pupils' placement boards.

Scotland has supplemented her continuation school laws by practical arrangements that extend the help to the pupil which he needs at this stage. The schools there have established cooperation among parents, employers and pupils, making full use also of the juvenile employment bureaus.

First of all, the schools take up the matter

with the pupils and ask them to consider what they think they are best fitted for, and to get the views of their parents. They call the pupils' attention to temporary occupations that lead nowhere, but require the worker to begin over again after he has wasted valuable time. They advise pupils to learn a trade and to become skilled with their hands, for this will secure the pupil a double chance. They tell boys and girls to stick to the school to the last possible moment. If the work does not suit, the boys and girls are advised to stay with it till they get something better.

Every pupil is handed a card on which is recorded his name, address, education and conduct, and then specific instruction about the employment office, where it is and what it is prepared to do for the pupil. Pupils are told to report at this office at specified hours and days until they have secured employment.

In a similar way the confidence of the parents is sought, and their wishes considered with respect to the future plans of their children. Employers are made familiar with the kind of service the schools are prepared to render, and with the significance of this part of the school's activities.

It should be added here that in putting the continuation school laws into effect the same kinds of difficulties have been encountered in each country. These have been difficulties in finding teachers trained for the work, and the new outlook of these schools. The main difficulty has, however, been the expense involved. In England this has halted the progress of this type of school and caused a temporary reduction in the time requirements. In Sweden, however, the advance has been more steady, the reports for 1922 showing that a greater number of schools had been established than the time set for their completion required.

WHICH SHALL IT BE?

DANGER SIGNALS ON THE ROAD TO LEARNING

MARY S. LAWRENCE

Supervisor of Children's Work, Library of Hawaii, Honolulu, Hawaii

MY own recollections date back to that long ago when children like myself were barred from public libraries. Rapid strides have been made since those days, but the decided change in the spirit of the times begins with the present century. There is a deep significance in this fact which is much more important than most people realize. A penetrating study of the tendencies of the

age will reveal the fact that scientific materialism reached its height in the nineteenth century. We are continuing our discoveries and inventions, and opening up new fields, but the attitude toward the material world has changed. There is a revolution in thought and feeling, and people are carrying the scientific spirit into the spiritual world as well. They are not content to accept the old without ques-

tion. With a revolution in spirit must come a change in institutions, a different way of approach to education as well as to other subjects. We must study the nature of this child and that child, not in bunches, but as separate individuals, and make the training of the feeling and the will as important as that of the intellect.

Library work with children evolved from two entirely different germs. One originated in the schools of learning, and naturally reflects that spirit. Is that the spirit of the new age?

Our school system is an inheritance from the Greeks. Instead of changing the system to reflect the spirit of the age, we have kept the old and added to it the industrial courses. We have also established technical schools, but in spite of these additions we can not deny that the heart of the school system is an inheritance from those pre-Christian times when education meant training the intellect; this was especially emphasized and valued. Could we say that the Greeks were developing their intellect souls?

Evolution follows its own laws of development, and we can not truthfully say that what is good for one period is good for all time. Why not an entire change in our educational methods, instead of trying to force upon the children of today the methods we have inherited from a past age?

Let us now consider the second germ. It found its birth in the libraries themselves, and just at the dawn of the new age. The first training school for children's librarians was opened in Pittsburgh in 1901. It was an outgrowth of the home library, and from the start it has encouraged individualization of the work with children. Being unhampered by precedent, this department of library work breathes freely the spirit of the new age.

For the sake of convenience let us designate as children's librarians all those of the profession who receive their impetus from the spirit of the age, from the movement that started its organization in 1901. She may be either in a school or in a public library. The school librarian, on the other hand, follows the germ which originated in the schools, and she unconsciously worships at the shrine of the god "intellect."

Books may be pretty definitely classified as informational or inspirational. Now the school librarian, in conjunction with the teacher, desires to train the intellect, to have the child

store up knowledge, and the tendency is to introduce all books in the same way. The inspirational books are studied intensively with the same zeal and the same results as the informational ones. Woe to the librarian who makes the fatal mistake of choosing for story hour a tale that has been taught in school. It has lost its magic charm and the children just refuse to listen. They have probably written it and parsed it and learned the definition of all the words. We can not truthfully say that present methods are instilling a love for the best literature.

The children's librarian, on the other hand, is not dependent on marks and grades. She can work with individuals and has the gratification of watching tastes develop. It is her joy to meet the child's desires and, unbeknownst to him, to guide his tastes. Every children's librarian can point to any number of children who are forming or have formed their reading tastes under her direction. They look back gratefully when they are old enough to realize what an asset they have gained in the emotional response they get from great books. They have a connection in this way with the wisdom of the world.

How does she do it? Each child is to her a separate problem. Often her direction is through the mother or guardian, who realizes the necessity of guidance, but has not the time to make a study of children's literature. Often she has become alarmed because the child has developed a taste for cheap, exciting series, and she fears that it will lead to a taste for literary trash in later life. The librarian diagnoses the case. Every undesirable story has its counterpart in a desirable one. If a boy wants a thriller, give him a story of Indians or of Western frontier life. The child is a natural egotist, and he warms toward one who can reach his tastes without his suspicions of ulterior motives. He refuses to like what adults consider good for him.

The librarian does not underestimate intellectual training. She expects the schools to accomplish this with the informational books. With literature, with poetry and stories, it is a different matter. The intellect now serves as a tool, and the appeal is made to the emotions which understand with the mind and the soul. Feelings are stronger than intellect, and it is they that establish our literary tests.

In conclusion, let us consider three distinct ways in which the library and school germs work together.

1. The school germ may grow and grow, and organize itself into a wonderfully systematic network, unconsciously overestimating the intellect, and systematizing the child's reading until he becomes a little automaton. In this instance the library germ stays in its quiet corner.

2. The library germ may be injected into the schools in a cooperative way, each organization sharing the burden of support; the impetus and the direction coming from the library. Let us face this situation squarely. Can the librarians in the school merge themselves into the school system so that they will become an integral part? Is the success due to the value of the system or to the personality of the individuals? In other words, is it an arrangement that would work harmoniously with an entire change of personnel?

3. The library germ may be injected into the schools under the entire direction of the library and with the understanding that this is only the initial step. When the library has demonstrated satisfactorily that this method reflects the spirit of the age, the schools are ready to begin to take over their own work. The school engages a librarian as a special teacher to introduce the system from within and establish libraries in the different schools. Is there danger here of the library germ being swallowed by the intellectual germ, or will the librarian in the school keep the library spirit and cooperate freely with the public library?

Now while the school library work is in its beginnings, especially in the elementary schools, let us pause and proceed cautiously.

Which shall it be?

SCOUTING IN THE PUBLIC SCHOOLS

JAMES E. WEST
Chief Scout Executive

THE Boy Scouts of America join hands with the public schools in an effort to help boys to become healthy, reverent, prosperous, useful, and therefore, happy citizens. The program of the Boy Scouts has been built up with a view to holding the interest of the boy and to equip him through a process of activities in which he participates, rather than by storing his mind with a mass of information. Outside of the boy's work and study, there are hours of his own free time which are full of diversions of his own choosing. All that happens in this period must be reckoned with in any educational effort designed to help the boy. No teacher, parent or social worker can be indifferent to the self-directed activities of a boy's playtime. Such activities have power both to regenerate and to disintegrate.

The Boy Scouts of America have sensed the need of getting across to the boy a new view of life in regard to other things which he will do as a citizen besides making a living for him-

self. We are coming to measure a citizen by his output, rather than by his income; by what he contributes to the common good, rather than by what he can get out of his business. We look upon citizenship as a responsibility commensurate with the privileges conferred. Scouting gets across to the boy a new conception of mutual understanding, cooperation and individual responsibility. Scouting also aims to awaken the men everywhere to an appreciation of the boy as our nation's greatest asset. It would provide for boy welfare on a scale comparable at least in some degree to the elaborate provision which has been made for producing hogs and other live stock. Scouting calls the boy from the handicap of over-civilization and carries him into the open to acquaint him with the out-of-doors and to equip him to properly care for himself when thrown upon his own resources under varied conditions of pioneer life. Let us bear in mind that whatever goes into the scout program is designed to develop health and char-

National Department of Superintendence at Chicago,
February 24th to 28th

acter and to train for citizenship; that is, to equip the scout with a healthy body and useful knowledge, train him in skill and awaken in him the desire to serve. The scout's knowledge is acquired from his study of nature, scout lore and merit badge subjects. His skill is developed through practice in knot tying, first aid, signaling, tracking, pioneering, camping, woodcraft, fire building, thrift and the daily "good turn." Character is developed by placing the scout under such circumstance as will develop responsibility, courage, self-confidence, alertness and loyalty. The emphasis placed on clean life, reverence and obedience stabilizes the scout.

Since the public schools and the Boy Scouts of America hold so much in common, there is every reason why these two great institutions should work together to equip boys for their life work and for useful citizenship. A recent survey has been made of 325 school communities, of which 236 give free use of the school buildings for regular meetings of scout troops, and in nearly every community the public schools are represented on the Scout Councils. The best example of school cooperation will be found in the city of Detroit, where a committee of ten (five of whom are appointed by the school board and five by the Local Council of the Boy Scouts) supervise and carry on the work through a Field Scout Executive appointed by the schools and serving on the staff of the local Scout Executive. On request, the school board of Detroit will send a bulletin fully describing this relationship.

There are various ways of relating a scout troop to a local school:

1. In the consolidated township schools the school board may serve as a troop committee with a man teacher as scoutmaster.
2. The parents in a community may get together and elect a troop committee which, in turn, appoints a scoutmaster.
3. The Parent-Teachers' Association may sponsor the troop and appoint a troop committee whose responsibility is to find a scoutmaster and supervise the troop.
4. In the rural schools, Pioneer Scouting offers an opportunity. The teacher can place the scout handbook and other scout literature in the school library and can encourage the boys as individuals to carry out the Pioneer Program.

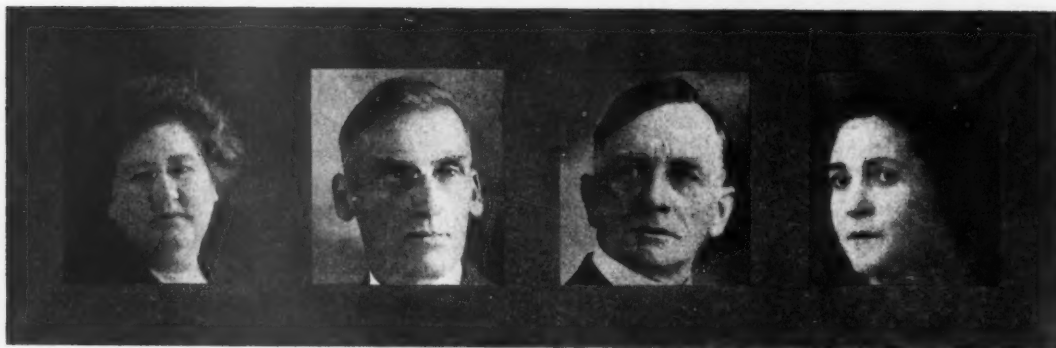
5. Superintendents of schools can make provisions for scout rooms in the new buildings as part of their standard equipment.

It might be well to raise a warning at this point. School principals should not think of the boy scout program as curriculum material, but rather as extra curriculum, recreational and social activities bearing directly upon one central objective, which is training for responsible citizenship. One further warning might be noted. It is not the purpose and intent of the boy scout movement to recruit its scoutmasters and boy leaders, in any large degree, from the ranks of the school profession, but rather to secure the cooperation of superintendents and school principals in mobilizing troop committees and scout leaders among the citizens of school communities.

Various services may be rendered by the boy scouts in a given community. In Portland, Maine, the scouts have charge of organized play during the recess hour. In many communities the boy scouts serve as traffic guides on busy street crossings, safely conducting smaller children across streets and boulevards. Other positions of responsibility have been worked out by local teachers and school principals whereby the scouts are given a definite function in carrying out the school administration.

There are also some services which the boy scout movement can render to local school teachers who contemplate the organization of scout troops. Special attention is here called to the scout literature and the service of the National Editorial and Library staff. A complete library of good books for boys to read has been compiled by the Scout Library Department and many local libraries are making use of this list. Then there is the service of Local Councils which maintain a paid Executive whose sole responsibility is to promote scouting in the community. The Home Study Course for Scoutmasters who are without access to a Local Council Training Course has been established under the direction of Columbia University. There are also a number of other training courses offered at normal schools, colleges and universities all over the country. Anyone contemplating the organization of a scout troop which he expects to serve as scoutmaster should take some training course, either with a local group or with the Home Study Department of Columbia University.

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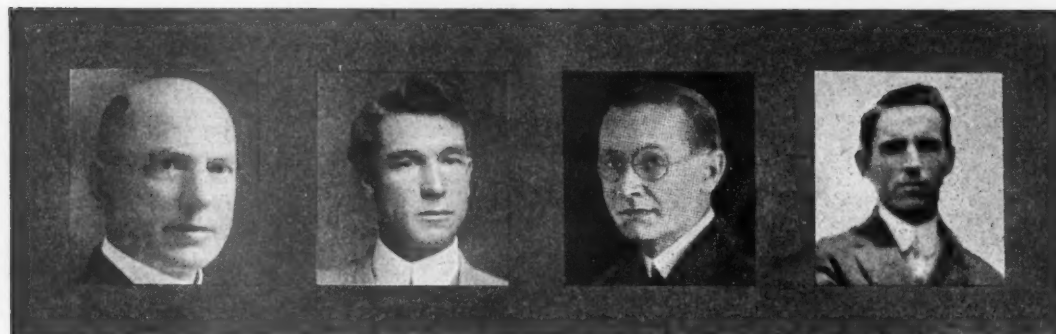


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SINGLE SALARY SCHEDULE

Los Angeles teachers recently applied to their board of education for a single salary schedule. The request was made by a committee representing the various groups in the school system and included Charles J. Reinhard, principal, West Vernon Elementary School; Dr. A. E. Wilson, Manual Arts High School, representing the High School Principals' Association; Miss Ida Christine Iverson, past president City Teachers' Club; W. L. Ricker, vice-principal, Polytechnic High School; Mrs. Eugenia West Jones, representing the kindergarten teachers; Dr. Herbert True, of the health and development department; Irving Raybold, representing the night school teachers; Richard Harrison, representing the special schools; Charles Morris of the evening high school teachers, and John C. Abbott, representing the High School Teachers' Association.

MUSIC APPRECIATION IN THE PUBLIC SCHOOLS

As Exemplified by San Diego

MISS LOUISE JOHNSON, San Diego

MUSIC appreciation, under the direction of the Supervisor of Music in the San Diego elementary schools, is taught throughout the school year. A few selections are brought before each grade for intensive study; six selections are studied by the first grade, eight by the second, and two additional, progressively, for each year.

Music appreciation is not simply enjoyment of music. It aims not only to educate pupils to enjoy music, but to evaluate every aspect of a composition, such as the mood of the composer and the adaptation of rhythm and figure to the subject matter. Students are encouraged to express their music understanding in dramatic action.

Phonograph records are used to present the selections. By adroit questioning the children are led to think about the musical content of the piece; to develop an active listening attitude. The music itself is studied rather than the hundred and one things that might be taught "about" the music.

For the first year's work descriptive music is used exclusively. This opens up the children's consciousness to the fact that music is a language capable of conveying to him ideas, pictures, moods and emotions which he can recognize and understand. Music capable of dramatization is chosen for the lower grades. That which is obviously descriptive is given at first in all the grades. From this the children are led on to music that is less obviously descriptive. Their power of musical discrimination and discernment grows to the point where they can understand music that is not intended to be descriptive.

A series of concerts given by the orchestra of a local theatre, one for each grade, presented the compositions studied in school. The children, already familiar with the music and loving it, had never actually seen the instruments producing it. A special feature of the concerts was that each selection should be presented with exactly the same instrumentation which the children had heard on the record, so that they might have a chance to "see" what they had heard.

The orchestra director made orchestrations from the records used in the classes. He visited the schools with the supervisor, and thus

knew what the pupils had been taught before they came to the concert.

The unusual ability of the director in managing the concerts was an important element in their success. The concerts were very short, from thirty to forty-five minutes. Demonstrations of the orchestral instruments were alternated with the regular selections of the program. In the middle of the program the children were invited to stand and play a rhythmic game of "Follow my leader."

The concert was arranged entirely from the standpoint of the child audience. The director introduced the drummer and trap player as "the funny man of the orchestra." The drums were played in imitation of the rolling of thunder, marching of soldiers, etc., and the children much to their delight were shown how the drummer makes the lion roar, the quail whistle, the clock tick, a train pull out of the station, and other descriptive effects.

The first selection followed a demonstration of the string section, the violin, viola, cello and double bass. Each player held his instrument up where the spot light could play full upon it while the director named and described it. The musician played a few phrases to demonstrate the musical possibilities of the instrument. After the second selection, the woodwinds were demonstrated, and so on until each of the orchestral choirs had been presented, as well as the numbers on the music memory list.

So enthusiastic were the pupils that in many schools they did not want to talk about anything else the rest of the day. The wise teacher took advantage of this opportunity for oral, written and art expression. Some children made books in which they pasted pictures of the instruments of the orchestra and wrote stories about what the director had said.

The admission charge was ten cents. The owner of the theatre gladly met the deficit on each concert. He plans to continue the work next year, when he moves into a splendid new building, which will have a seating capacity that will easily accommodate the children of one entire grade from all the city schools of San Diego. He also plans to have a fifty-piece orchestra for these concerts. As a keen business man he says that he will not have to worry about future patrons for his house.

AMERICANIZATION

MILLICENT McCORKLE

State Director Americanization Work,
W. C. T. U., California

AN author, unknown to this writer, but one who possesses the keenness of historic penetration has introduced the late arrival to our country in the following words.

"I am the immigrant.

"Since the dawn of creation my restless feet have beaten new paths across the earth.

"My uneasy bark has tossed on all seas.

"My wanderlust was born of the craving for more liberty and a better wage for the sweat of my face.

"I looked toward the United States with eager eyes kindled by the fire of ambition and heart quickened with newborn hope.

"I approached its gate with great expectation.

"I entered in with fine hope.

"I have shouldered my burden as the American man-of-all-work."

The above is the immigrant whose first great prototype was the young, strong, athletic Prince Ibrahim, "Father of the Faithful," who hears the waste places of earth calling him, and who must arise and carve name and fame for himself and his posterity. His migration does not depend so much upon the fact that he belongs to the race of "those who never stay still," as it does upon the fact that he must possess an inheritance.

We welcome the desirable immigrant, and seek to assist him in every way possible.

While the immigrant brings with him many problems, he is likewise the solution of a large number of our own difficulties. He helps us to reap our bountiful harvests, work the mines, run the factories, build railroads—in short, he assists us in mastering the earth and sea and air.

It lies in the hand of the immigrant to write glory or shame in the history of the land of his adoption. The Holy Land took its place in the Hall of Fame because the posterity of a man of splendid achievement wrote lessons for generations after them to follow.

A large share of the future history of our country will be written by the alien in our midst. What color shall we give to the picture?

Americanization is standardization. The word "Unity" is not a vague, nebulous, flitting ideal, but a fact actually accomplished in the mental achievement of America. The writer

hereof has learned this fact in attempting to teach immigrants. One of the most difficult of all feats in the line of teaching is to persuade a class made up of different nationalities to read in concert; they do not like to think in groups—they dislike the representative of another people.

The time has arrived when the channels of a new type of international mind must be opened up. This can properly be done only through good will and brotherly kindness.

The Americanization Center at 500 Laguna street, San Francisco, is a house where friendship, fellowship and good will abide. It is non-partisan, non-sectarian and undenominational, and extends a helping hand to all, regardless of race, creed or color. To our doors come the rich and poor, the young and old, the untutored and the scholar, the artisan and the artist—in fact, we deal with those who represent all ages, countries and conditions.

The Woman's Christian Temperance Union—a body of women with local, state, national and international organization—have undertaken, as one of their many tasks, the work of immigrant education. They are admirably fitted to assist the government of the United States as well as that of the state, because they have a vision which is universal. Their motto is, "For God and Home and Every Land."

The W. C. T. U. stands midway between the church and the state, and reaches a helping hand to each. This organization supports the Center referred to above.

The Center stands for three specific things: Enlightenment, Temperance, and Peace. In other words, using the negative statement, it stands for the abolition of ignorance, intemperance and world war. The Director of the Center is vitally interested in world peace, and feels that the influence of Americanization on the immigrant is one of the necessary steps in the development of a new internationalism.

The work of the W. C. T. U. is specifically directed toward the immigrant woman. Her husband acquires our language in his work, the child learns it at school, but the mother, in the isolation of the home, meets her Waterloo in an attempt to master a new and perplexing tongue. However, the mother is the keynote of the home, the school, the church and the state, and with the ballot in her hands all the fetters of ignorance that bind her must be removed. This is the principal task the Americanization Center has set itself to do.

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THE SUPPLY OF UNIVERSITY TEACHERS

WALTER MORRIS HART

AN invitation to address a few words to the teachers and parents of the State of California gives me a welcome opportunity to bespeak the aid of the readers of the Sierra Educational News in a matter which is, I believe, of vital importance, not only to the University of California, but also to all the institutions of higher learning in the United States.

In their special function of research or investigation all universities are, at the present time, seriously and increasingly handicapped by the lack of properly trained scholars. It is true that the scholars whom we have are obliged to devote to elementary teaching and administration much of the time which should be given to research; but these duties must be performed by scholars; they cannot be turned over to assistants, however skillful. It is true that our graduate schools do not produce as many well-trained men as they should—and again elementary teaching and administration are to blame. The graduate schools, however, might accomplish more if more students came to them thoroughly trained in

fundamentals. And it is for this that I venture to call upon the teachers of the state for help.

I am aware that modern education aims to train for life and not to make scholars; but scholars are needed; and scholarship also is a life, is a career. I am aware that modern education is pupil-centered and not subject-centered; but I can conceive that thoroughness, that the inculcation of loyalty to a subject, that the creation of enthusiasm for a subject, might not be injurious to the pupil and might conceivably lead him to enter upon the scholar's life. I know that not more than twenty per cent of our high school graduates attend a university, and that but a small percentage of these become scholars; but, in the cause of learning, I believe that this small group is worthy of special consideration. And, in the cause of learning, I believe that it is the duty of every teacher to try to make converts, to try to find recruits for the scholar's career. For if these thinning ranks are not augmented we shall in the year 1950 be teaching astronomy and physics, chemistry, history and political science, economics and philosophy, with a regrettably strong suggestion of 1923.

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Utah.....	C. N. Jensen.....	State Supt. of Public Instr.....	Salt Lake City
Vermont.....	Clarence H. Dempsey.....	Commissioner of Education.....	Montpelier
Virginia.....	Harris Hart.....	State Supt. of Public Instr.....	Richmond
Washington.....	Mrs. Josephine C. Preston.....	State Supt. of Public Instr.....	Olympia
West Virginia.....	George M. Ford.....	State Supt. of Schools.....	Charleston
Wisconsin.....	John C. Callahan.....	State Supt. of Public Schools.....	Madison
Wyoming.....	Mrs. Katherine A. Morton.....	State Supt. of Public Instr.....	Cheyenne

RESOLUTIONS—RIVERSIDE CONVENTION

In addition to the resolutions appearing in the Sierra for November, others were also adopted, which may be summarized as follows: Favoring improvement or repeal of present registration census law Favoring repeal of law governing advertising of school trustee elections. Pledging support for instruction against use of narcotic drugs. Honoring Mrs. Margaret A. Hyatt, former State Superintendent Edward Hyatt and Dr. George W. Stone, deceased. Endorsing the publication plans of the High School Teachers' Association.

PROGRAM CALIFORNIA TEACHERS' ASSOCIATION Southern Section

Wednesday, December 19, 1923—8 P. M.

Opening Session—Bible Institute Auditorium
—Walter B. Crane presiding.

1. Music—Program by Central Junior High School Orchestra.
2. Invocation.
3. Address—"Education as a Factor in the Distribution of Wealth," Dr. Ross L. Finney, College of Education, University of Minnesota.
4. Music—Mr. Frederick Clint, violinist.
5. Address—"Turning Fear Into Faith," Frank Waller Allen, Literary Editor, Illinois State Journal.

Thursday, December 20, 1923—9 A. M.

I. General Session—Bible Institute Auditorium—Walter B. Crane presiding.

1. Music—Program by Le Conte Junior High School.
2. Address—"The Place of Science in Our Scheme of Modern Education," Dr. Eugene Davenport, Dean and Professor Emeritus, College of Agriculture, University of Illinois.
3. Music—Mr. Bert Teazle, cornetist.
Miss Alice Holman, accompanist
4. Address—"Does Schooling Pay?" Dr. W. C. Bagley, Teachers' College, Columbia University.

II. General Session—Philharmonic Auditorium—Paul E. Stewart presiding.

1. Music—Program by Hollenbeck Heights Junior High School.
2. Address—"The Religious Element in Poetry," Dr. E. W. Chubb, Dean of Ohio University.
3. Music—Miss Reta Mae Mitchell, pianiste.
4. Address—"The Problems of the University," Dr. David Starr Jordan, President Emeritus Leland Stanford Junior University.

III. General Session—Trinity Auditorium—Miss Ida C. Iverson presiding.

1. Music—Program by Virgil Junior High School.
2. Address—"The Modern Woman's Movement and the Education of Girls," Dr. Ross L. Finney, College of Education, University of Minnesota.
3. Music—Miss Bess V. Daniels, pianiste.
4. Address—"The Challenge of the Country," Professor C. G. Sargent, Director of Rural Education, Colorado Agricultural College.

Thursday, December 20, 1923—3:30 P. M.

Business Meeting of the California Teachers' Association, Southern Section—Trinity Auditorium—Walter B. Crane presiding,
F. L. Thurston Executive Secretary.

1. Reading of Minutes.
2. Report of Treasurer.
3. Council of Education.
4. New Business.

5. Report of Committee on Resolutions.
6. Report of Election Board.
7. Introduction of President-elect.
8. Adjournment.

Friday, December 21, 1923—9 A. M.

I. General Session—Bible Institute Auditorium
Walter B. Crane presiding.

1. Music—Program by John Muir Junior High School.
2. Address—"The Larger Patriotism," Dean E. W. Chubb, Dean of Ohio University.
3. Address—"The World Aspect of Legislation," Dr. Augustus O. Thomas, State Commissioner of Education, Maine.

II. General Session—Philharmonic Auditorium—Mr. George C. Bush presiding.

1. Music—Kinder Band, South Pasadena City Schools.
2. Address—"Factors of More Importance in Elementary Education than the Three R's," Dr. W. T. Root, Professor of Educational Sociology, University of Pittsburgh.
3. Address—"The Way Out of War," Dr. David Starr Jordan, President Emeritus, Leland Stanford Junior University.

III. General Session—Trinity Auditorium—Mr. Cornelius B. Collins presiding.

1. Music—Mr. Fred S. Sargent, tenor.
Miss Mary O'Donoghue, accompanist.
2. Address—"The Psychology of Everyday Living," Frank Waller Allen, Literary Editor Illinois State Journal.
3. Music—Mr. Desire Gilson, flutist.
Miss Mary O'Donoghue, accompanist.

Friday, December 21, 1923—1:30 P. M.

I. General Session—Bible Institute Auditorium—Mr. Merton E. Hill presiding.

1. Music—Manchester Avenue School.
2. Address—"Rural Leadership, or Some Fine Examples of Community Building," Professor C. G. Sargent, Director of Rural Education, Colorado State College.
3. Address—"The Experimental Life," Dean E. W. Chubb, Dean of Ohio University.
4. Address—"New Schools for a New Age," Dr. Ross L. Finney, College of Education, University of Minnesota.

II. General Session—Philharmonic Auditorium—Mr. A. R. Clifton presiding.

1. Music—Mr. Robert Malle, baritone.
Miss Alice Holman, accompanist.
2. Address—"What the Novel Does," Frank Waller Allen, Literary Editor Illinois State Journal.
3. Music—Miss Leonadas Simmons, soprano.
4. Address—"Vocational Education," Dean Eugene Davenport, Dean and Professor Emeritus, College of Agriculture, University of Illinois.
5. Address—"The Teachers' Challenge," Dr. Augustus O. Thomas, State Commissioner of Education, Maine.

(Continued on page 647)



DR. ROSS L. FINNEY

Dr. Ross L. Finney, Assistant Professor of Educational Sociology, College of Education, University of Minnesota, is a very serious student of the signs of the times. His interest is not merely in the surface problems of society, such as charity and correction; but in the more fundamental matters, such as basic industrial relations, the stability of institutions, and the vitality of moral and religious ideals. His message to educators is that education is the chief means of social salvation in the present crisis; and his addresses before the California Teachers' Association will elaborate this thesis.



DR. WILLIAM T. ROOT

Dr. William T. Root Jr., Professor of Educational Psychology and Director of Psychological Clinic, University of Pittsburgh, is one of California's sons adopted by the East. He has degrees of A.B., A.M., and Ph.D. from Leland Stanford Jr. University. Dr. Root was for five years teacher of Educational Psychology, Los Angeles Normal; two years on Research Fellowship, Buckel Foundation, Stanford University, and has been during the last few years at the University of Pittsburgh.

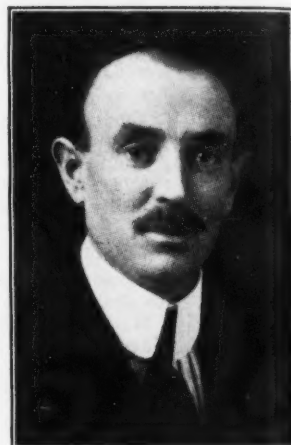


FRANK WALLER ALLEN

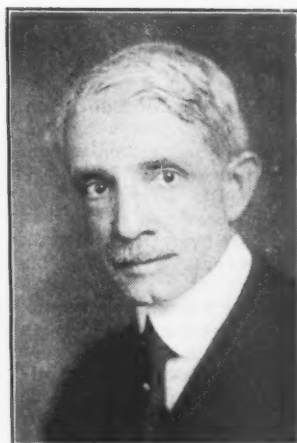
Frank Waller Allen, literary editor of the Illinois State Journal, is one of the few men of literary accomplishments whose platform success measures up to the promise of his literary reputation.

Mr. Allen has a degree from Kentucky University, and did advanced work in literature and psychology at the University of Chicago. Most of his career has been spent as a writer of editorials and criticism, consequently his interest in these subjects is not academic, but vital.

He has written numerous short stories for leading magazines, and is the author of "Golden Road," "Lovers of Skye," "Brothers of Bagdad," and other books.

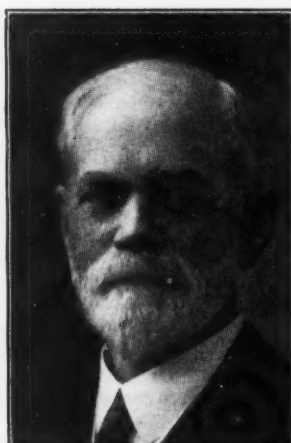


PROF. C. G. SARGENT



DR. WILLIAM C. BAGLEY

Dr. William C. Bagley, Professor of Education, Teachers' College, Columbia University, author of "The Educational Process," "Educational Values," "Human Behavior," is also editor in chief of the Journal of the National Education Association. Dr. Bagley is an educator and speaker widely loved by those whose lives have been enriched through his leadership.



DR. EUGENE DAVENPORT

Dr. Eugene Davenport, Fellow A. A. A. S., member of National Geographic Society and Society for Promotion of Agricultural Science, retired as Dean and Professor Emeritus of the College of Agriculture, University of Illinois, September, 1922. In addition to being one of the foremost educators of his day in the vocational line, Dr. Davenport has written extensively for magazines and periodicals. He is also author of "Education for Efficiency," and "Domesticated Animals and Plants."

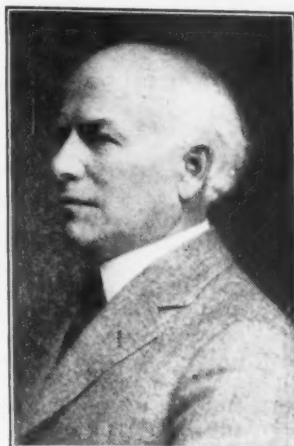
Dr. Dayton C. Miller, Head of the Department of Physics, Case School of Applied Science, and inventor of the Phonodeik, is popularly known as "The Wizard of Visible Sound." Dr. Miller is rated as one of the leading physicists of the day and one of the most popular lecturers in America.



DR. DAYTON C. MILLER

Dr. E. W. Chubb, Dean of the Ohio University, has been for years a frequent lecturer on educational and literary subjects before institutes in Ohio, Indiana and Pennsylvania. He holds degrees of A.B. and A.M. and Lit.D. from Lafayette College. He had also a year at the University of Berlin.

Dr. Chubb is author of "Masters of English Literature," and has an exceptionally interesting list of studies in literature.



DR. E. W. CHUBB

Professor C. G. Sargent, Professor of Rural Education, Colorado Agricultural College, and State Director of Vocational Education, holds the following degrees: A.B., Parsons College; Pd. M., Colorado State Teachers' College; B. S. A., Colorado Agricultural College; A. M., Parsons College.

Professor Sargent's experience in the educational field may be summed up as follows: Teacher rural schools in Iowa and Colorado; County Superintendent of Schools, Mesa County, Colorado, and Specialist in Rural Education, Colorado Agricultural College.

Professor Sargent is member of National Society for Vocational Education, and a lecturer and writer in the field of rural education.



DR. FREDERICK W. ROMAN

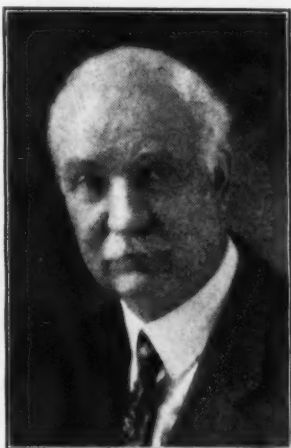
Dr. Frederick W. Roman, A.B. and A.M., Yale; Ph.D., Berlin; Docteur es Lettres, Paris, is at present lecturing on European education at New York University.

Doctor Roman received the Doctor's degree in Berlin with the predicate "Magnum cum lauda," and the thesis was awarded the predicate "valde laudable."

The French Degree was received this year on June 6th. It was awarded with the mention "tres honorable," which is the highest rank with which the degree can be awarded. Dr. Roman is a member of the "Societe de Sociologie de Paris," also member of the "Institut International de Sociologie," also a member of the "British Authors' Society," London.

Dr. Roman has been a student in Europe for eight years, having just returned from his second period of European study, which has occupied the last four years.

Dr. Augustus O. Thomas, Commissioner of Education of the State of Maine, in 1900 was elected City Superintendent of Schools of Kearney, Nebraska. In 1905 Dr. Thomas was made President of the new Teachers' College at Kearney, which position he held until 1913, when he was elected State Superintendent of Public Instruction of Nebraska. In 1917 he was called to his present position. Dr. Thomas was Chairman of the Foreign Relations Committee of the N. E. A., and had charge of the World Conference at Oakland. He is now the first President of the World Federation of Education Associations.



DR. AUGUSTUS O. THOMAS

Maurice Browne, Director of the School of the Arts of the Theatre: Senior Classical Scholar, St. Peter's College, Cambridge, England, 1900 - 1903; A. B., Cambridge, honours, 1903; founder and co-director of the Chicago Little Theatre, 1912-1918; of the Cornish School Department of Drama, 1918-1921. Author of "Songs of Exile," "A Prologue to Job," "The New Rhythmic Drama," etc.



MAURICE BROWNE

EDUCATIONAL PRESS ASSOCIATION OF AMERICA

1923 Revised List of Members

President—Arthur H. Chamberlain, San Francisco, Calif.

Secretary—George L. Towne, Lincoln, Nebraska.

Treasurer—M. P. Helm, Indianapolis, Indiana.

Executive Committee—Above named officers and Joy E. Morgan, Washington, D. C.

Charles F. Pye, Des Moines, Iowa.

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Alabama School Journal, Birmingham.....	Mr. Dowler
American Education, Albany, N. Y.....	C. W. Blessing
American Educational Digest, Lincoln, Nebraska.....	Frank A. Weld
	J. W. Searson
American School, Milwaukee, Wisconsin.....	C. G. Pearse
American School Board Journal, Milwaukee, Wis.....	W. C. Bruce
Arizona Teacher and Home Journal, Yuma.....	C. Louise Boehringer
Colorado School Journal, Denver.....	H. B. Smith
Administration and Supervision.....	{ Baltimore
Journal of Educational Psychology.....	{ Maryland
Education, Boston, Mass.	F. H. Palmer
Educational Advance, Jackson, Miss.....	Mr. Taylor
Educational Review, Garden City, N. Y.....	Frank P. Graves
Educator-Journal, Indianapolis, Indiana	M. P. Helm
English Journal, Chicago, Illinois	W. W. Hatfield
Florida School Journal, Cocoa.....	P. W. Corr
Industrial Education Magazine, Peoria, Illinois.....	Chas. A. Bennett
Journal of Education, Boston, Mass.....	A. E. Winship
Journal of the N. E. A., Washington, D. C.....	Joy E. Morgan
Kansas Teacher, Topeka, Kansas.....	F. L. Pinet
Kindergarten-Primary Magazine, Manistee, Mich.....	J. H. Shults
Midland Schools, Des Moines, Iowa.....	Chas. F. Pye
Missouri School Journal, Jefferson City.....	A. S. Lehr
Minnesota Teacher, Minneapolis	Mr. Schultz
Moderator Topics, Lansing, Mich.....	W. T. Bishop
National Geographic Magazine, Washington, D. C.....	Gilbert Grosvenor
New Mexico Journal of Education, Santa Fe.....	
Normal Instructor-Primary Plans, Dansville, N. Y.....	F. A. Owen
Ohio Educational Monthly, Columbus.....	J. L. Clifton
Ohio Teacher, Columbus	Henry G. Williams
Oklahoma Teacher, Oklahoma City.....	Mr. Floyd
Pennsylvania School Journal, Harrisburg.....	J. H. Kelley
Popular Educator, Chicago, Ill.....	E. S. Smith
Primary Education, Boston, Mass.....	Mrs. Whiting
Porto Rico School Review, San Juan, P. R.....	Carey Hickie
School and Community, Columbia, Missouri.....	E. C. Carter, Mgr.
School and Home Education, Bloomington, Ill.....	George Brown
School Century, Oak Park, Ill.....	George W. Jones
School Science and Mathematics, Mt. Morris, Ill.....	Chas. Smith
School News, Taylorville, Ill.....	L. L. Parker
School News, Newark, N. J.....	S. B. Howe
Sierra Educational News, San Francisco, Calif.....	Arthur H. Chamberlain
South Carolina Education, Columbia, S. C.....	Patterson Wardlaw
Southern School Journal, Lexington, Ky.....	R. S. Eubank
Southern School Work, Alexandria, La.....	C. R. Reagan
South Dakota Educator, Mitchell.....	F. L. Ransom
Texas School Journal, Dallas.....	H. T. Musselman
Utah Educational Review, Salt Lake City.....	Hazel B. Stevens
Virginia Journal of Education, Richmond.....	C. J. Heatwole
Washington Educational Journal, Seattle.....	Arthur L. Marsh
Wisconsin Teacher, Madison	W. N. Parker

C. T. A. NORTHERN SECTION MEETING

A. H. CHAMBERLAIN

WITH twelve counties and two cities in the northern section meeting jointly in the Association of the C. T. A. at Sacramento, October 22-26, there was held one of the most worth while educational conventions that it has ever been our privilege to attend. Expressions of appreciation and approval were heard on all sides. Some who had expressed the belief that more good resulted from meeting in smaller groups, as the county institute, for example, stated unreservedly that more worth while results were secured at this year's meeting than ever before.

Principal L. P. Farris of the Marysville High School worked many months in perfecting a well-rounded program. He drew into conference



L. P. FARRIS

not only the city and county superintendents in the district, but other members of the executive committee. Attention was given not merely to the speakers for the general sessions, which are supposed to be largely inspirational, but to the various sections and departments. It was so planned that the important speakers appeared before these smaller groups. Aside from the general sessions that were held in the new high school auditorium, there were section meetings for rural elementary and city elementary teachers, and for elementary principals, high school and school supervisors and attendance officers. These, in addition to a large number of sections covering special phases of school work.

Dr. Henry Suzzallo, president of the University of Washington, brought an inspiring message, not alone of the need for solidarity in the ranks of the teachers and for professional outlook, but as well for a social understanding and cooperative spirit. No man on the public platform today is better qualified to handle the problem of philosophy and sociology as a foundation to our educational system than Dr. Suzzallo. Dr. Bird T. Baldwin, director of child welfare research, University of Iowa, reduced scientific investigations to common understanding, so that those who had not given special study to the problems of mental and physical growth in a technical way, were able to make full use of Dr. Baldwin's findings.

From inside the state, there appeared upon the general program Superintendent Mark Koppel, president of the California council of education, who in his forceful way discussed the educational situation growing out of the Governor's budget. Dr. W. W. Kemp, head of the department of education, University of California, gave a most helpful address on the cause of public education. In his opening address President Farris handled fearlessly and effectively the problems now confronting us in the state and the methods for meeting the

situation. Mrs. Hugh Bradford, state president of the Parent-Teachers' Association, gave, as she always does, a clear exposition of the work of the P. T. A., and showed that the organization desired to cooperate in every way to the betterment of the schools. In the absence of Superintendent Will C. Wood, Deputy Superintendent Sam Cohn spoke in high terms of the self-sacrificing spirit of the State Superintendent of Public Instruction, receiving the applause of the association.

At each general session President Farris announced the standing percentages of membership of the various counties and cities. There was noticeable each day a marked increase in these percentages. A number of counties and cities have already reached 100 per cent. During the days of the meeting, there were numerous luncheon and dinner conferences and banquets, including the coming together of former students and graduates of the University of California, Stanford University, Mills College and universities outside of California, the Chico State Teachers' College and San Francisco and San Jose Colleges. The Schoolmasters' Club of the northern section was presided over by the president, Superintendent Dan White of Solano County, the speakers being Dr. Suzzallo, Dr. Baldwin, Sam Cohn, Arthur H. Chamberlain and others. L. F. Best, who arranged the affair, was elected president of the club for the succeeding year, with J. D. Sweeney vice-president, and R. M. Sisk secretary-treasurer.

The officers elected to serve the northern section for the next term are: President, Superintendent Chas. C. Hughes, Sacramento; vice-president, Miss Lottliellen Johnson, of Sacramento; secretary, Leo A. Wadsworth, high school, Sutter; treasurer, J. D. Sweeney, Red Bluff. As members of the federal council, there were elected L. P. Farris, Superintendent Sam Chaney, Mrs. Elizabeth Hughes, E. I. Cook, James Ferguson and Miss Mary R. Cravens.

Through a committee of which E. W. Locher was chairman, there was submitted to the business session a report of the committee suggesting certain amendments to the constitution. These amendments were adopted. The committee on resolutions, of which Mr. Cree T. Work was chairman, presented a most remarkable and far-reaching set of resolutions that are epitomized in this report.

Resolutions—Northern Section

Many important resolutions were adopted at the meeting of the northern section in Sacramento. Among them were the following:

Honoring pioneer teachers, Mrs. Florence Chamberlain-Julian and Mr. and Mrs. S. H. Jackman.

Declaring that the California Congress of Mothers and Parent-Teachers' Associations are working for the best interests of the child, that they are cooperating with the home and school to bring about ideal conditions, that their interest is being felt and is having its effects for betterment along many lines, and that they have further cooperated by adopting the Sierra Educational News as official organ;

and expressing appreciation for their work and heartily endorsing their program.

Expressing appreciation for the work of the California Federation of Women's Colleges and the various district federations.

Declaring "entire confidence in the administration of the public school system as it has been heretofore carried on by the State Board of Education and the Superintendent of Public Instruction and his assistants—the commissions and others. We also have full confidence in the increasingly efficient system of county and special supervision, as well as in the system of county teachers' institutes and free libraries. And we pledge our loyal support to these great agencies of public education and to all constructive efforts at improving them.

"We deplore the reactionary movement against the public schools of California, fostered and promoted as it is by selfish interests and by those ignorant of, and unsympathetic with, the plan and purpose of the public school system. If carried to its conclusion this reactionary movement involves the minimizing or nullifying the purpose of Constitutional Amendment No. 16, the reduction of teachers' salaries, the setting back of the most modern advanced movements in the system, and the curtailing of educational opportunities for the mass of the children of California.

"We protest against the reduction of the resources of public education at a time when full support, and some cases expansion, of the system are imperatively needed for the best welfare of the people as served by their own institutions. We believe in a program of economy and in a budget law, but as teachers we cannot believe that the people of California enacted the budget law for the purpose of curtailing the support of and seriously crippling education, as it has been made to do. We especially urge adequate support for the teacher training agencies of the state, so as to continue the good work of maintaining and building up standards and of meeting the increasing need of more teachers. The rapid influx of people to California makes this an imperative need."

Regretting and decrying "attempts made, through the press or otherwise, to misrepresent and to misconstrue the motives of teachers and the administrative forces of the teaching profession, and which are calculated to discourage or to intimidate them in the performance of their duties.

"We deplore and resent all attempts—whether by newspaper propaganda or otherwise—to belittle the value and minimize the work of the California Teachers' Association, which has done more than all other organized forces combined to protect the rights of teachers, to secure proper remuneration for their services, to establish and secure recognition of their professional standing, and to further the general progress of the schools."

Reaffirming faith in the principles of Constitutional Amendment No. 16.

Protesting the failure of the state to provide textbooks. This failure has burdened the

local districts with the necessity of inflicting certain taxes for the purchase of supplementary books.

"We recommend such revision of elementary courses of study, textbooks and methods as will tend to make instruction more thorough in the so-called fundamentals and at the same time correlate with them the values of the so-called special subjects, and the most modern ideas and information that should be included in the work of the several grades.

"We are not in sympathy with the law for the registration of minors as it now stands. We believe that this law should be so amended as to make the registration of minors compulsory, with penalties for failure to comply with its provisions.

"We recommend that the tenure act be so amended as to include all members of the profession, and that the legislative committee of the California Teachers' Association consider how the law may be made entirely satisfactory.

"While we aim to have the ideals of integrity and honesty always before our schools, are we not in many cases contributing to the lowering of these ideals, by school officials occasionally closing their schools for a day or a number of days on account of poor attendance brought about by weather conditions or illness, with the sole purpose in view of maintaining a higher average of daily attendance in order that their particular schools may receive more state and county moneys?—for average daily attendance is the foundation upon which our income is based. We feel that such a practice is discouraging to the district which aims to follow the letter as well as the spirit of the law. In order to break up such practice, we believe it will be to the interest and betterment of our schools if our laws be so changed that all public schools be required to have a minimum school year of one hundred seventy (170) days. We ask our executive committee to bring the matter before the proper legislative body."

Recommending modification of the part time law, and stating that "the part time law enacted a few years ago is a constructive piece of legislation and has our endorsement and support. After a trial period of four years we believe this law should be so modified that its execution will not work harm and discouragement on faithful and earnest under-age pupils of the upper elementary grades, who each year see unfaithful over-age pupils of their grades leave without regular promotion and go directly to the high school."

Pledging complete support to the recent state enactment requiring instruction in the Constitution of the United States. "This instruction should be supplemented by a systematic teaching of California law and the fundamentals of ethics."

Urging enforcement of the 18th Amendment.

Endorsing the declaration on school finance of the recent convention of school superintendents at Riverside.

C. T. A., BAY SECTION**E. G. GRIDLEY**

THE annual meeting of the California Teachers' Association, Bay Section, was held in Oakland, October 22 to 25. The general sessions were held in the mornings in the arena of the Oakland Civic Auditorium.

The keynote struck by President Bruce Painter in his opening address was that of the importance of membership in the State Association. Mr. Hunter in his address on Monday morning, dealt with the matter of membership and the importance of keeping every teacher posted concerning the situation in local, state and national circles. With tens of thousands of children attending school on half time basis in many of our large cities, and with tuition high schools in some places, it is evident that our boasted free full time system of public education is in danger.

Teachers everywhere are recognizing that they cannot meet their responsibility to childhood by working alone. They realize that very little has been accomplished outside of the teacher organizations, and that the child is demanding a collective use of power and responsibility and opportunity for the benefit of the school of which he is a part.

Other speakers at the general sessions were: Dr. B. T. Baldwin, director Iowa child welfare research station; Dr. Patty Hill, director of lower primary education, Teachers' College, Columbia University, and Dr. Henry Suzzallo, president of the University of Washington. Superintendent Joseph M. Gwinn of San Francisco; Dr. W. W. Kemp, Dean of the School of Education, University of California, and Mark Keppel, president state council of education and county superintendent of Los Angeles County schools, gave us excellent addresses.

San Francisco held its institute in San Francisco on the same days. Because of this our outside speakers were used to good advantage. The northern section also met in Sacramento October 24-25-26. They, too, utilized our outside speakers quite successfully. Our sections listened to such men as Dr. John Adams from London, who is lecturing this year in the University of California; Dr. Raymond D. Franzen, Dr. R. G. Gettell, Dr. J. V. Breitweiser, Dr. F. W. Hart, Professor Torsten Petersson, Dr. Samuel J. Hume, all of the University of California. One hundred and sixteen speakers were listed in our printed program to speak at the four general sessions, the thirty-two sections and the various luncheons and dinners.

Not only were membership and organization outstanding features of the meeting, but the attitude of friendliness, open-mindedness and earnestness was evident on all sides. The professional spirit was manifested in the addresses of Dr. Suzzallo. The speeches of Dr. Baldwin gave evidence of the open-minded and scientific attitude of the successful teacher.

Dr. Patty Hill was a decided inspiration to those who heard her. The kindergarten and primary teachers beamed with enthusiasm at every Patty Hill meeting. If all of the time and money had been spent on the kindergarten-

primary section, it would have been none too much, as one sees the reaction of enthusiasm and gratification as expressed by those teachers.

We hear nothing but expressions of success from every section. Speakers from the various chambers of commerce gave excellent addresses. A plea for better academic training was made by representatives of business firms. The meeting lasted four days. During that time 4,500 teachers from seven counties and four cities received inspiration and help for the days ahead.

The resolutions passed by the Association and presented through Chairman Elmer L. Cave, are in digest as follows:

1. Thanking Oakland people for hospitality and entertainment.
2. Thanking section officers, musicians and speakers.
3. Sending greetings to Dr. Alexis F. Lange.
4. Pledging support to the National Education Association.
5. Endorsing the endeavors of the United States Department of Labor, the American Federation of Labor and the American Legion to regulate immigration at the source and to give the newly arrived immigrant freedom from exploitation and by means of education to endeavor to make him an asset instead of a liability. Be it further resolved, that we deprecate recent attempts to withdraw state support for Americanization in California as an unwise and unsafe policy.
6. Tenure and Retirement Acts. Whereas, recent developments in that state indicate the existence of sinister influences operating to weaken and render inefficient our system of popular education, culminating recently in an attempt to discredit the Teachers' Retirement Law. Now, therefore, be it resolved, that we, members of the California Teachers' Association, assembled in convention, this day in the city of Oakland, do hereby affirm both individually and collectively that we unqualifiedly support both the principle and operation of the Teachers' Retirement Act, and the principles of the Teachers' Tenure of Office Act. Furthermore, we now pledge both our moral and financial assistance to support a test case in our courts which shall finally determine whether the Teachers' Tenure of Office Act of California may be successfully disregarded or evaded; and we now direct the officers of this association to give the widest publicity to this, our resolution.
7. Accepting and endorsing the resolutions adopted by school superintendents at the annual convention at Riverside, October 19, 1923. These resolutions were published in full in the "Sierra," November, 1923, pages 531-533.

SAN FRANCISCO TEACHERS' INSTITUTE**A. J. CLOUD**

SUPERINTENDENT J. M. GWINN called the San Francisco Institute to meet simultaneously with the annual session of the California Teachers' Association, Bay Section, October 22-25, 1923. Suggestions were invited by the superintendent from all the teachers of the

department as to the types of programs to be given; conferences were held with representatives of the various teaching interests, and committees were appointed from the instructional corps to assist in the formulation of plans. In this way active cooperation was secured and the main educational objectives to be reached through the agency of the institute were outlined.

Both general and section meetings were held. At the general meetings the leading speakers were: Dr. B. T. Baldwin, University of Iowa; Dr. John Adams, University of London; Dr. Henry Suzzallo, president University of Washington; Mrs. Mabel Gifford, director of corrective speech, San Francisco School Department; Mr. A. H. Chamberlain, executive secretary, California Council of Education; Dr. Patty Hill, Teachers' College, Columbia University; Superintendent H. B. Wilson, Berkeley; Superintendent Fred M. Hunter, Oakland, and Dr. Roy Kelly, manager of industrial relations, Associated Oil Co.

The sections fell under the various subject divisions of the curriculum, as related to the several types of schools. In addition, administrative problems were considered in special group meetings. The services of many proficient and practical school authorities were secured at the section meetings as leaders of discussion of the many problems involved. Demonstrations by pupils featured many of the section programs.

The net gain of the institute is that the teachers have gone back to their classrooms refreshed and improved in spirit. Their minds have been clarified regarding educational philosophy and technique. They have had convincing evidence, through lecture and demonstration, that better productive results are to be secured through modern movements in education.

INSTITUTE WORK IN SHASTA COUNTY CHARLOTTE CUNNINGHAM

REALIZING the transportation problems of the old-time formal teachers' institute, the county superintendent of schools, Mrs. Charlotte Cunningham, this year called a series of local institutes of one day each. There was one secondary and six elementary sessions.

The places of meeting were carefully selected—location and needs of the individual teacher being considered. Teachers with similar problems were grouped together insofar as possible. There were not over twenty-five in any one group.

The school survey made last year revealed the need of intensive work in reading, so that subject was made the principal objective of this year's institute work. Miss Clara E. Kaps, reading expert of the Chico State Teachers' College, was the chief instructor. She attended all the institutes.

Every teacher took part in discussions. Miss Kaps urged the teachers to present their problems for discussion. Everything possible was done to make the meetings informal.

Methods in penmanship were given by the

rural supervisor of schools, Mrs. Ethel S. Ward. Local teachers led discussions of project work, silent reading, regional and journey geography, art work and physical education. In some sessions demonstrations were given with the children. The local teachers who led the discussions were selected largely from those who attended summer schools last year. Creditable work was also on display from the various rural schools.

In the spring the county superintendent of schools will call another series of local institutes. These will take the form of checking on the work of the first series. It is also planned that the coming ones will take somewhat the study form.

Instead of great volleys of information being hurled at the teacher, which she silently takes in part or wholly rejects, the Shasta County plan endeavors to release her from repression, awake her initiative, arouse her enthusiasm, and make her a responsive and active part of the educational system.

The teachers have expressed approval of the change in the institute plan. While this type of institute is in embryo, its possibilities of growth are great.

NEVADA COUNTY INSTITUTE

THE sessions were held at Nevada City, November 5th to 8th, under the direction of Mrs. Ella M. Austin, County Superintendent of Schools. Mr. J. S. Hennessey and Mr. P. R. Nelson were vice-presidents of the elementary section. Jno. G. Kurtz, Mr. F. M. Williams, Mr. Floyd Farley acted as vice-presidents of the General Assembly and High School Section.

The program was excellent, varied and enthusiastically received. The speakers were Dr. F. C. Touton of the University of Southern California; Miss Sproul and Miss S. A. Doyle of the State Teachers' College at Chico; Mrs. Grace Stanley, Dr. Herbert Stolz and Miss Maud Murchie from the State Department; Miss May L. Sellander from the Oakland Public Schools; Mr. John F. Mason of Redwood City; Mr. John O. Tuttle of Ginn and Company, and Mr. Vaughan MacCaughy, representing the California Teachers' Association.

The themes included teaching methods, geography, English composition, the recitation, arithmetic, progressive education, silent and oral reading, athletics and physical education, art and home economics. Excellent musical selections were given by the Girls' Glee Club from Grass Valley; The Seventh Grade, Nevada City; the Grammar School Orchestra, Nevada City, and Mrs. H. I. Graser.

The special High School Section held five sessions with good discussions and round table conference.

By an informal census taken during one of the general assemblies, it developed that about 50 per cent of the teachers of Nevada County are married, and about 50 per cent were born and reared in the county. A large proportion of the teachers represent isolated, one-room schools, and to them the inspiration and material of the institute are of special significance.

CALIFORNIA CONGRESS of MOTHERS and PARENT-TEACHER ASSOCIATIONS

OFFICIAL DEPARTMENT

STATE AND NATIONAL ACTIVITIES

MRS. HUGH BRADFORD, President

BROADCASTING a Parent-Teacher program was a novel plan of the membership chairman, Mrs. J. F. Faber of Los Angeles, for the tenth district. From all sections of the state and from as far away as Illinois came the word that the radio program had created much interest.

Radio P. T. A.

Mrs. Faber invited the state president to give greetings to the "Friends of Radio Land." Mrs. Susan M. Dorsey, Superintendent of Los Angeles City Schools, gave a splendid talk on what the P. T. A. had meant to the schools. Mrs. C. M. Roberts, president of the tenth district, gave an excellent report of the work which her district has been doing in clinics and school welfare work. Our state chairman of membership, Mrs. C. C. Noble, in her characteristically enthusiastic way, presented some interesting facts concerning membership work. Students from the Manual Arts School gave several orchestra selections. Several of the teachers gave charming vocal numbers.

It was truly a Parent-Teacher program, and at its close Mrs. Faber presented each participant with a lovely bunch of flowers. It was a new experience to all of us to sit in the pleasant studio of the "Los Angeles Times" and to listen to a program that was reaching out for California child welfare work into the homes of thousands who were "listening in."

From the Visit to the National

With great admiration and respect for the wonderful women who are carrying on the work of the National Congress of Mothers and Parent-Teacher Associations, your president traveled to Cleveland to attend the meeting of the board of managers. There she found a most cordial welcome for California's work in the past, and our many fine state members of the national board have made a welcome place for any one coming from California.

Discussion of proposed amendments to the national constitution took up most of our time. Some of the changes were of great interest, namely, (1) to change the name to National Congress of Parent-Teacher Associations; (2)

to allow one delegate to each five hundred members; (3) to change the name of the executive secretary to business secretary.

A Presentation

An event of more than usual interest was the presentation to our national past president, Mrs. Higgins, of the beautiful necklace, a gift from the states and the national officers. To one so dearly loved as Mrs. Higgins it was a most fitting as well as most artistic gift. The links are of green and rose gold, each an oak leaf and each representing a state. The pendant was the national emblem in blue enamel and gold, all most wonderfully carved. Mrs. Higgins responded most feelingly in her acceptance.

National Officers

Our national president, Mrs. Reeves, presided at all the meetings with her pleasingly firm and capable manner. No time for play during business hours, and all members of the board were on duty at all the meetings.

Mrs. H. N. Rowell, national treasurer, was present, and her wide experience and good judgment were invaluable at all times.

The problems of the national association were found to be similar to those of the states—on a larger scale most certainly, but were in their solutions very like our own. The distribution of literature is one matter for consideration. It was decided to send all literature free to states, but it was suggested that postage, and a sum to be determined by the state ordering, be accepted if very large quantities were ordered. The report of the films committee showed their problem to be the difficulty in getting information concerning films to those interested in time for use; these were typical of many reports.

National Convention

The national convention will be held at St. Paul this year and will begin on May 5th. It is confidently expected that California will send many delegates.

Your president feels that the experience she gained by attending the meeting was a valuable one, and that she will be able to serve more efficiently because of her larger view of the work.

State News

The state executive board, feeling the need for good programs in our work, has ordered to be printed the suggested programs for elementary and high school Parent-Teacher Associations, as prepared by Mrs. Earl Morris; there will also be printed pamphlets on good citizenship and patriotism, by Mrs. Frank R. Shaefer and Mrs. Curtis Hillyer, and on membership by Mrs. C. C. Noble. All these suggestions are to be distributed from our office on request.

During the month of October the state president held the executive board meeting in Los Angeles. The following day she was entertained by the Pasadena Federation at Pasadena, where a splendid meeting of principals of schools, parents and teachers was held around a beautifully decorated luncheon table. The first district had a luncheon to which members of the executive board were invited, and later most interesting reports of their work were given.

A large meeting of the fourth district was held in Tustin near Santa Ana. "Law Enforcement" was the general topic, and was dealt with from various points of view: home, school, community, church. The meeting was called in the morning for business transactions, then a delicious luncheon was served by the high school pupils, and the afternoon program followed. Mrs. C. C. Noble, state chairman of membership, gave an inspiring talk, and Mrs. Bradford gave a report of the national meeting and of proposed state projects.

At Riverside

At Riverside, the fifth district held an afternoon meeting where many fine reports were given, and also a message from Mrs. Bradford.

Attending the superintendents' convention at Riverside, Mrs. Bradford presented the message for the P. T. A., and was assisted in distributing literature by Mrs. S. S. Turvey, the state extension chairman. It was a matter of getting acquainted with the superintendents, and many asked for extension leaflets and information.

Bakersfield was the city where the seventh district held the meeting last month. At the business session, reports of officers and chairmen were full of enthusiasm and good results. Mrs. Bradford spoke at the luncheon, where the program was given by the teachers, clergy and members of the P. T. A. An evening meeting at the Century Club was the occasion for

another informal presentation of the P. T. A. ideals.

This seems to be the month for reciprocity luncheons. The fourteenth district held its reciprocity luncheon at Santa Rosa last week, one largely attended. It was given in conjunction with the Lions' Club.

The second district held its reciprocity luncheon at the Palace Hotel, San Francisco, in October, giving 500 members an opportunity to meet socially, and the Alameda Federation also held theirs in October.

Colusa County Federation held an afternoon meeting, a chicken supper and then an evening meeting at Arbuckle on Saturday.

The president, by attending these and giving her messages, received an inspiration for her work as well.

Santa Monica

Santa Monica sends in word of a novel membership notice which has what a "poor parent," "a good parent" and "an ideal parent" means—with date of meeting, place, speaker and topic on notice. Prizes are given in form of cookies, etc., to the class bringing most parents.

P. T. A. DIRECTORY State Officers

<i>President</i>	Mrs. HUGH BRADFORD
	1550 39th St., Sacramento
<i>First Vice-President</i>	Mrs. R. L. CARDIFF
	243 Mission St., Santa Cruz
<i>Second Vice-President</i>	Mrs. W. A. PRICE
	4060 Fourth St., San Diego
<i>Recording Secretary</i>	Mrs. CARL SCHNABEL
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	1015 47th St., Sacramento
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<i>Treasurer</i>	Mrs. G. A. REILLY
	2610 Derb St., Berkeley
<i>Auditor</i>	Mrs. WALTER OSBORN
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<i>Historian</i>	Mrs. G. M. BARTLETT
	768 N. Robles Ave., Pasadena
<i>Parliamentarian</i>	Mrs. W. A. THURSTON
	2717 26th Ave., Oakland

State Chairmen

<i>American Citizenship</i>	Mrs. FRANK R. SHAEFER
	846 No. Ave. 65, Los Angeles
<i>Better Films</i>	Mrs. G. L. BROWN
	1727 N. Baker St., Bakersfield
<i>Child Hygiene</i>	Mrs. B. L. MCCUE
	Colusa
<i>Child Labor</i>	Mrs. JOHN R. WHITE
	347 N. Orange St., Glendale
<i>Child Welfare</i>	Mrs. W. W. WILSON
	1918 Monterey Rd., So. Pasadena
<i>Community Life</i>	Mrs. GEO. A. FRENCH
	171 Penrose Ave., Riverside

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FROM THE FIELD

[This department comprises brief notes or queries from teachers—concise, helpful personal expressions of valuation and judgment, upon local or state educational affairs of general interest.]

Interpretation: Teachers' Retirement Salary

Hon. Will C. Wood,

Secretary Teachers' Retirement Board,
Sacramento, California.

DEAR SIR—I have before me your request under date of September 19th for an opinion concerning Section 5 of the Teachers' Retirement Salary Act as amended by Chapter 445, Laws of 1923.

You state that up to August 17th, 1923, the effective date of the amendment, deductions of one dollar per month were made from teachers' salary warrants for teaching done during July and August, and you inquire whether the teachers who have made such payments under the old law will be obliged to pay a full six dollars in addition under the new law, making a total of eight dollars for this half year, or whether they may be allowed a credit for the July and August deductions, towards the six dollars due for this half year.

It appears to me that it was the intention of the law, both before and after the amendment of 1923, that each teacher should pay one dollar per month or twelve dollars per annum, and no more. Therefore, if a teacher has already paid eight dollars, for the first eight months of the year, there remains only four dollars to be paid. The payments made for July and August should be credited to the six dollars due for the half year ending December 31st. I see nothing in the amendment to Section 5 of the act which would require a different interpretation.

Very truly yours,

U. S. WEBB, Attorney General.

By H. H. Linney, Deputy.

Federation of High School Girls, San Francisco Bay Counties

ABOUT forty of the High School Girls' Associations in the Bay Counties meet in conference annually. Last September was their third annual meeting. The first was held in Oakland, the second in San Mateo, the third in Berkeley, and the fourth conference will be held September, 1924, in the Girls' High School, San Francisco.

These conferences are made up of two delegates from each girls' association and the dean of the high school. Other high school girls and teachers attend as visitors, but do not vote. The girls have formed what is known as the Federation of High School Girls of the San Francisco Bay Counties.

Their purpose is to create standards for matters of high school girls' interest and to cooperate in increasing the service of high school girls to their schools and to their communities.

At the last election, the San Francisco Girls' High School was made president. Last year's secretary was the San Jose High School.

We consider that this federation, with its conferences, is a splendid thing for the girls. It is teaching them to consider their responsibilities in the community and is getting their thoughts away from some of the petty interests of school life.—Fannie W. McLean, Berkeley High School.

Illiteracy

IN our patriotic enthusiasm we may believe that in literacy, education and intelligence, the United States leads the world. The tragic fact is that the United States occupies the tenth place. The following table gives the latest facts available:

Country	% Illiteracy
Germany1
Switzerland5
Netherlands6
Finland9
Norway	1.0
Sweden	1.0
Scotland	3.5
France	4.9
England	5.8
United States	6.0

During the selective draft in 1917, 1,552,256 men were examined. Of these it was found that 24.9 per cent were illiterate. The Federal census of 1920 revealed that six per cent of the population over ten years of age were illiterate.

The great alien born populations constitute a serious problem. As an illustration, we may well consider conditions in the mining industry.

The United States Coal Commission last month rendered its report on the anthracite coal industry, and one of the striking features of the report relates to the high rate of illiteracy among the miners. It is stated that 12 per cent of the miners born outside the United States and Great Britain can neither read nor write, and 14 per cent do not speak English. Considering the fact that 99 per cent of the mine workers have been in the United States for five years or more, these percentages are very high.

The hazardous nature of mining and the fact that notices and instructions are meaningless to an illiterate, make the inability of over 22,500 miners to read any language become a serious matter.

It is interesting to note that of the 7,431 miners born in the British Isles, 95 per cent can read and write.

The citizenship problem is also startling. Only 31,466 foreign-born miners, or 40 per cent, had by 1920 become naturalized; 10,483, or 13 per cent, had taken out first papers, but the remaining 34,322, or 44 per cent, remained wholly alien.—Los Angeles School Journal.

(Continued on page 623)



EDUCATIONAL LITERATURE

Three Invaluable Handbooks on California School Matters

ALL persons active in school work, all scholars of education and all parents and citizens interested in the work of America's public schools will find most helpful the following three recently published booklets:

1. **A Study of California's Method of School Financing**, published by the California League of Women Voters, 233 Post Street, San Francisco. Price, \$0.25.

2. **Outline and Digest, California School Law and State School System**; by Ralph W. Swetman, Stanford University, published by Stanford University press. Price, \$1.00.

3. **Supplement to School Law of California, 1921**; containing statutes pertaining to education enacted by the legislative session, 1923. Issued by the State Superintendent of Public Instruction.

Space in this issue does not permit the lengthy reviews which these important work books deserve. Each merits high commendation. Each is clean-cut, accurate and informative. The California League of Women Voters has done a great work in broadcasting the basic effects concerning California school finances. Mr. Swetman has put into lucid and accessible form the salient phases of California's intricate school law. Mr. Job Wood of the state department has made an excellent compiled edition bringing California school law up to present date.

End Exploitation of Children

THE American Federation of Labor and other organizations that have associated for the purpose of securing a child-labor amendment to the Federal Constitution have issued a strong argument and stirring appeal in behalf of this proposal.

"Twice the country has demanded, through laws passed by Congress, that child labor cease," the appeal declares.

Twice the Supreme Court has declared Congress powerless to act under present constitutional limitations.

Therefore, only one course is open—amend the Constitution so as to remove these limitations.

In the last Congress the judiciary committees of both houses favorably reported a child labor amendment, which failed to pass.

An amendment must be passed by the next Congress and submitted to the states for ratification.

Over 1,000,000 children from 10 to 16 years of age are working in the United States in factories, mills, canneries, agriculture, mines and in other industries and occupations. Nearly 400,000 of them are between 10 and 14 years of age, it is stated.

Only 13 states measure up in all respects to the conservative standards of the first and second Federal child labor laws.

It is declared that nine states have no law prohibiting all children under 14 from working in both factories and stores.

Twenty-three states, with a 14-year minimum age limit, have weakened their laws by permitting exemptions under which children not yet 14 may work.

Thirty-seven states allow children to go to work without a common school education.

Eighteen states do not make physical fitness for work a condition of employment.

Investigations made after the first and second Federal child labor laws were declared unconstitutional showed that hundreds of children in many different states had been dependent on the Federal laws for their only protection against premature or excessive employment.

After the first law ceased to operate, nearly three times as many violations of the Federal child labor standards were found in 10 states as had been found in 25 states when the law was in force. After the second law was declared unconstitutional an investigation of 39 factories in one state brought to light 560 violations of the Federal standards and 149 violations of the state child labor law.

Today nearly every civilized western nation has made legislative provision to give its children a minimum protection against exploitation. Twelve countries have at least the 14-year age minimum: Belgium, Bulgaria, Czecho-slovakia, Denmark, Germany, Great Britain, Greece, The Netherlands, New Zealand, Norway, Roumania, and Switzerland.

The United States has no national standard. The states which permit the employment of children under 14 put us in a class with India, China and Japan.—Labor Clarion.

Heroes of Israel—By Lawton B. Evans. Illustrated by Clara M. Burd. 377 pp. Milton Bradley Co. 1923.

Bible stories have a large, legitimate and invaluable place in the normal American home. The educational and ethical value of Bible stories, well selected and capably presented, is inestimable. Evans' book is excellent, with beautiful colored plates, good binding, large type, restful paper. His introduction tells its own story:

"Of all the stories which every child should know, those from the Bible should be first. They are part of the instruction of the youth that cannot be neglected without a serious omission in his culture and development.

"As a general thing children find the words of the Bible hard to understand. Even the most thrilling of the stories is obscured by the old

form of narrative in which it is told. The text needs to be explained and changed and interpreted in the language of the child before it can be really enjoyed.

"The author of this volume has tried to write the great story of the people of Israel so that children can understand and love it, without simplifying the words of the Bible into too familiar a style. He has adhered wherever he could to the very words of the Bible, but at times has not hesitated to change them in order to strengthen the telling of the story.

The book offers no moral teachings, except those that come from the narrative itself. It is a simple story of the trials and hardships of the Jews as told in the Old Testament. The story itself is wonderful enough and carries its own meaning.

"It is hoped that this volume will fill a long-felt want for the nursery where the Bible story is a fitting end of the day; for the Sunday school where young children need to be told in simple words the story of the heroes of whom they are studying; for the every day school where the Bible is too much neglected and whose stories should be included among those that belong to the inheritance of every child; for the story teller everywhere who seeks for those great narratives that at all times are worth telling."

The present reviewer adds only his confirmation to the introduction, and his tribute to the worthiness of this volume. It is one of the Bradley Quality Books and would make an excellent Christmas present.—V. MacC.

Mental Tests and the Classroom Teacher—By Virgil E. Dickson. 231 pp. Measurement and Adjustment Series, edited by Lewis M. Terman. World Book Company. 1923.

Dr. Virgil E. Dickson is director of the Bureau of Research and Guidance, Oakland and Berkeley, California, and is one of America's leading investigators in this new field. "Five years ago mental testing was almost unknown in the public schools," says Dr. Dickson, "except in a few cities in which tests were made to discover those who were mentally defective for placement in a special class. Now the movement has grown to immense proportions. Hundreds of thousands, if not millions, of school children are being tested annually. Schools in almost all large cities and in many towns and country districts are making extensive use of mental test results. It is but natural that a movement that has grown so rapidly and that deals with a problem so intangible as the measurement of intelligence should be mismanaged at times. It has been misinterpreted and misunderstood.

Extravagant claims have been made about what could be done by means of the tests. Mental tests and individual differences in intelligence are subjects of common discussion. Newspapers and magazines have contributed hundreds of articles, and the lay public has been aroused by lectures on "applied psychology." Teachers are using tests, and often on the basis of a single test are making decisions that may seriously affect the life of a child.

What is a reasonable attitude for the teacher to take? What use can she make of the tests? What cautions should she observe?

The newness of the field, the imperfections of tests, the multiplication of test methods, the credulity of some people and the suspicion of others regarding the value of tests, the role tests are capable of playing in the organization or disorganization of a school system—these facts demand that teachers be instructed in the use of tests and be cautioned concerning the dangers involved.

The author has pointed out what he believes to be a safe and sensible path for the teacher to take. The advice given is based upon extensive experience in the use of tests in school systems enrolling hundreds of teachers and thousands of children.

This book is written primarily for teachers. However, it should prove a helpful guide to principals, supervisors, and school administrators in general. It is planned for use in teachers' reading circles and for normal school and college classes in mental testing. The contents of each chapter have been arranged in topical form for clearness in class use. Technical terms have been avoided. Only sufficient data are presented to show a scientific basis for attitude taken. At the close of each chapter is a selected bibliography. No effort has been made to make this exhaustive; only a few references have been listed, and these are of a kind that even the busy teacher may well take time to read if she wishes to make more extensive study along the lines suggested by the chapter.

It has not been the aim of this book to present the technique of giving and scoring tests; this can be readily obtained from the manuals that have been written for each set of tests. The purpose of the book is to show (1) why mental tests are needed; (2) what they are like; (3) how they can be made most useful.

The volume is excellent both in typography arrangement and subject matter. There are many tables and each chapter has a concise summary. Particularly fine is Dr. Dickson's closing chapter entitled, "Mental Testing a Necessity in a Modern Educational and Social Program."—V. MacC.

Our Neighbors Near and Far. A geographical reader for primary grades showing the influence of belts or regions upon life—By Ruth Thompson, 5.5-7.75 inches. Pages, 224, 11. Harr Wagner Publishing Co., 1923.

Why do people live as they do? How do they respond to their environment? The answers will be found in these simple stories of "Our Neighbors Near and Far." As Kendall and Myrick declare, in "How to Teach Fundamental Subjects": "It is interesting to note that the contemplation of the remote is often the most lively incentive to the study of the near-at-hand. When a child learns for the first time that there are children who live in snow houses, an interest is aroused to compare those houses with his own. When a boy reads about bows and arrows and chariots and armor, he is ready to consider with greater enthusiasm the customs of his own times." Comparisons with home

(Continued on page 627)

A Choice List of Victor Records For Elementary Schools

Rhythm Study

- | | |
|---|---------|
| <i>Badinage</i> (2) <i>Legend of the Bells</i> (3) <i>Humoresque</i> | } 18800 |
| (4) <i>Scherzo, Third Symphony</i> | |
| <i>Minuet (Paderewski)</i> (2) <i>Gavotte</i> (3) <i>Minuet (Beethoven)</i> | } 18754 |
| (4) <i>Sarabande</i> | |
| <i>Marche Romaine</i> (Gounod) | } 18754 |
| <i>Gavotte in B Flat</i> (2) <i>Giga</i> (3) <i>Gavotte (Sapellnikoff)</i> | |
| <i>Dorothy</i> (2) <i>Gavotte from "Mignon"</i> | } 18216 |
| <i>Moment Musical</i> (2) <i>Mazurka</i> | |

Songs

- | | |
|---|---------|
| <i>I Dream of Jeanie With the Light Brown Hair</i> (Foster) | } 45324 |
| <i>My Days Have Been So Wondrous Free</i> (Hopkinson) | |
| <i>Over the Summer Sea—"Rigoletto"</i> (Verdi) | } 17569 |
| <i>The Blacksmith</i> (Mozart) | |
| <i>Barbara Allen</i> | } 45310 |
| <i>O No, John</i> | |

Instrumental Music

- | | |
|--|---------|
| <i>Of a Tailor and a Bear</i> (2) <i>Wild Horseman</i> | } 18598 |
| <i>Spinning Song</i> (2) <i>Little Hunters</i> | |
| <i>Farewell to Cucullain (Londonderry Air)</i> | } 3017 |
| <i>Serenade (Jeral-Kreisler)</i> | |
| <i>Whirlwind</i> | } 18684 |
| <i>Hungarian Fantasia</i> | |

Correlations

- | | | |
|--------------------------------------|----------------------------|---------|
| <i>Santa Lucia</i> | } (Geography) | } 18968 |
| <i>Funiculi, Funicula</i> | | |
| <i>The American Flag</i> (Drake) | } (Literature and History) | } 35692 |
| <i>The Name of Old Glory</i> (Riley) | | |
| <i>Minuet—Don Juan</i> | } (Physical Education) | } 17087 |
| <i>May Pole Dance</i> | | |

For suggestions for the classroom use of these and innumerable other matchless records, see "Music Appreciation with the Victrola for Children," for sale by all dealers in Victor products.

Educational Department
Victor Talking Machine Company
Camden, New Jersey





NOTES AND COMMENT



School Surveys. The National Government has been active in the preparation of exhaustive and accurate surveys of local school systems. The United States Bureau of Education, Washington, D. C., has published the following school surveys (1906-1922) copies of which may be obtained by writing the Superintendent of Documents, Government Printing Office, Washington.

Alabama, 1919, No. 41.
 Appalachian Mountains, 1920, No. 21.
 Arizona, 1917, No. 44.
 Arizona, 1922, No. 36.
 Arkansas, 1922, No. 7.
 Athens, Ga., 1921, No. 25.
 Baltimore, Md., 1911, No. 4.
 Brunswick County, Ga., 1920, No. 27.
 Colorado, 1917, No. 5.
 Columbia, S. C., 1918, No. 28.
 Currituck County, N. C., 1921, No. 24.
 District of Columbia, 1920, No. 36.
 Elizabeth City, N. C., 1921, No. 26.
 Elyria, Ohio, 1918, No. 15.
 Francis Scott Key School, Locust Point, Baltimore, Md., 1920, No. 41.
 Gloucester, Mass., 1920, No. 23.
 Glynn County, Ga., 1920, No. 27.
 Hawaii, 1920, No. 16.
 Iowa, 1916, No. 19.
 Lexington, Ky., 1919, No. 68.
 Memphis, Tenn., 1919, Nos. 50, 72.
 Meriden, Conn., 1920, No. 22.
 Montgomery County, Md., 1913, No. 32.
 Mt. Joy Township, Pa., 1920, No. 9.
 Nevada, University, 1917, No. 19.
 North Dakota, 1916, No. 27.
 Passaic, N. J., 1920, No. 4.
 Richmond, Ind., 1917, No. 6.
 San Francisco, Calif., 1917, No. 46.
 South Dakota, 1918, No. 31.
 Washington State, 1916, No. 26.
 Wheeling, W. Va., 1921, No. 28.
 Wilmington, Del., 1918, No. 25.
 Wilmington, Del., 1921, No. 2.
 Winchester, Mass., 1920, No. 43.
 Wyoming, 1916, No. 29.

To dedicate the new University High School, constructed at a cost of \$710,000, in Oakland, California, members of the school department, faculty and students, citizens, and representatives from the University participated in a program held on the grounds and in the auditorium of the new building on Saturday, October 13.

The laying of the corner stone by President J. P. Hunt and Secretary Orville Caldwell of the Santa Fe Improvement Association was the main feature of the afternoon exercises, and speeches by Dr. W. W. Kemp, Dean of the School of Education; Dr. Walter Morris Hart, Vice-president of the University of California; Fred M. Hunter, City Superintendent of Schools, and A. C. Olney, State Commissioner of Secondary

Education, made up the evening program.

Following a parade in the afternoon in which the school R. O. T. C. unit, citizens of the community, and members of the Oakland School Department and of the University High School faculty participated, exercises, including the laying of the corner stone, were held under the direction of Fred L. Shaw, past president of the Santa Fe Improvement Club.

The speeches of the evening were commendatory of the University High School and its work. "Because such foresight has been shown in the selection of its faculty and because of the fine personnel of its student body, the University High School has become one of the finest educational institutions in the state. This has been accomplished by the cooperation of the faculty with the students," were the words of Dr. W. W. Kemp. "The University is proud that such a school should bear its name," was the commendation of Dr. Walter Morris Hart, who spoke on the necessity for emphasis on scholarship in the high school. Mr. A. C. Olney urged that the University High School should contribute to the highest ideal of citizenship, "for," said he, "the pace that is set here must be the finest and best of all the schools in the state."

The World Federation of Education Associations has received a gift of \$25,000 to be used as an award for the best plan which will bring to the world the greatest security from war. The donor of this generous gift watched the proceedings of the World Conference on Education, which met in San Francisco in June and July, and believes that lasting peace can come only through education. He desires to encourage a movement calculated to promote friendliness among nations.

The World Federation gratefully acknowledges the generous gift to be used in furthering the world's greatest cause, and accepts the offer in the spirit which actuates the giver. The Federation joins the donor in the belief that such a reformation as the award is to promote must await the longer process of education. It accepts also the belief that textbook materials and teaching attitudes are all essential, and any plan proposed must have as its principal object the bringing about of a better understanding between nations, with the elimination of hatreds, both racial and national.

The Peace Plan

A plan of education calculated to produce world amity is desired. There is a distinct difference between this plan and the one called for by that distinguished citizen and generous donor, Mr. Edward Bok, inasmuch as this contest calls for a world-wide program of education which will promote the peace of the world. The contest is likewise world-wide and open to in-

(Continued on page 631)

OVERTON'S HYGIENE BOOKS

[REVISED]

PERSONAL HYGIENE, REVISED	\$.72
GENERAL HYGIENE, REVISED	1.00

By FRANK OVERTON, M. D., Dr. P. H., Sc. D., *Author of "Applied Physiology," Sanitary Supervisor, New York State Department of Health*

THE schools have a great civic responsibility. They are the chief factor in raising the standards of health in this country. Their courses of study teach boys and girls how they should apply in their daily life the knowledge gained from scientific investigation.

THE CHARACTER OF THE HYGIENE INSTRUCTION in the schools is, therefore, of tremendous importance. If the health of the individual and the community is to continue to improve, there must be a corresponding advance in the training given to the young.

OVERTON'S REVISED HYGIENE BOOKS present the LATEST SCIENTIFIC INFORMATION that is of value in building up the health of the individual and improving the living conditions of the community.

These new textbooks treat of three kinds of topics—SCIENTIFIC INFORMATION, HEALTH HABITS, and CIVIC CONDITIONS.

The LANGUAGE of the books is simple and direct. The use of short, common words and of clear explanations of the scientific principles make the work easily understandable by young people.

The PICTURES are unique and numerous and very largely new. Most of them have been made especially for these books from photographs taken by the author to illustrate the text. In GENERAL HYGIENE, REVISED, there is an unusual series of graphic diagrams showing how diseases in general and some diseases in particular are communicated from one person to another.

The books MEET THE DEMANDS of modern courses of study and embody the experience of the author as a physician and health official who is constantly active in giving people of all classes needed instruction to prevent diseases, correct defects, and live efficiently.

References to points to be observed are made in the text of the two books and in suggestions to the teacher at the end of each chapter. The teaching apparatus is further strengthened by the questions for the pupils at the close of each chapter.

AMERICAN BOOK COMPANY

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CINCINNATI

CHICAGO

BOSTON

ATLANTA

(Continued from page 617)

Onward! San Francisco!

THE San Francisco Board of Education deserves commendation for its adoption of a constructive and comprehensive school program.

The vote on the \$12,000,000 school bond issue last November was eloquent proof of the desire and determination of the citizens of this community to afford the best possible educational opportunities and conveniences. To bring this about four things are deemed necessary.

1. Buildings of a type and so located as to give children in all sections of the city virtually the same educational conveniences and opportunities.

2. Equipment adapted to modern needs and at the same time meeting the requirements of economy.

3. To adjust building program and educational development to the present equipment in buildings and personnel in the School Department and to the educational program now in operation.

4. To provide for growth in school enrollment in such a manner that future requirements for schools and locations will fit into the program and be merely an extension and completion of the general plan.

On the educational side the program presents three new features: (1) The scattering of the complete or cosmopolitan type of high schools about the city at distances close enough to be convenient of access for all children; (2) the extension of the junior high school plan to other parts of San Francisco, and (3) an increase in the size of the proposed new elementary schools, each to be a twenty-four grade school.

The program as outlined is the result of a comprehensive survey of the school situation in this city and is designed to permit us to catch up in the building of necessary schools, a thing we have not done since the fire. We want our children to have the best educational opportunity possible.—San Francisco Chronicle.

Wood Wins

A VICTORY for California education and for the cause of education everywhere was recently won when the state supreme court definitely established the validity of high and elementary schools continuing appropriations. These will amount to nearly forty million dollars during the present biennium.

State Superintendent Will C. Wood has made a statement upon the triumph of the schools, from which the following excerpts are of special interest:

The school administrators have contended that the budget amendment adopted in November 1922 did not repeal constitutional amendment No. 16, adopted in 1920, which provides that the state shall pay at least \$30 per pupil toward the support of local elementary and high schools throughout the state.

Administration leaders during the session of the legislature contended that the budget amendment worked repeal of certain existing statutes and the board of control

in submitting its brief in the budget cases also contended that the budget amendment worked a repeal of existing legislation, particularly in those measures relating to fees of self-supporting boards.

The California Teachers' Association, fearful that the doctrine of the implied repeal would affect constitutional amendment No. 16 if such doctrine was sustained by the supreme court, employed counsel who presented briefs contending that the budget amendment worked no such repeal.

The supreme court in the railroad commission case decided definitely that the budget amendment did not work a repeal of existing statutes on constitutional provisions either directly or by implication. The sum of \$38,725,860 will therefore be distributed to the schools to relieve local taxpayers in the state. Of this amount \$29,948,000 goes to the elementary schools.

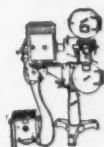
The decision in the railroad commission case also clears up the situation in reference to the disposition of teachers' credential fees paid to the state board of education. After the passage of the budget bill the legislature enacted a law appropriating the credential fees for the use of the state board of education. Mrs. Pierce of the board of control contended that the legislature could not add to the appropriation for any department after the budget bill had been passed.

The railroad commission states specifically that such additional appropriations can be made. The position of the attorney general rather than that of Mrs. Pierce has been sustained in this matter. The credential fees will be available for expenditure by the state board of education.

Teachers' Certification

IN answer to numerous inquiries concerning the interpretation of Section 3 of "An act to make instruction in the Constitution of the United States compulsory in public and private schools within the state of California" (page 41, 1923 Supplement of the School Law), the state superintendent of public instruction, has given the following opinion:

(Continued on page 625)



Simplex

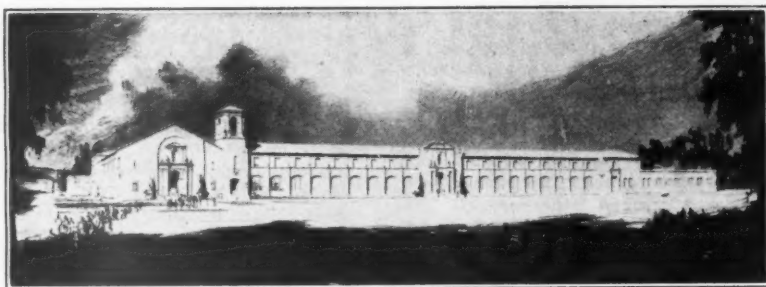
Projectors have recently been installed in Rio Linda Grammar School, Colusa Grammar School, Taft Grammar School and the Novato Community Center.

Distributors for the Simplex Projector and also the Acme Portable and Semi-Portable Projectors.

Interesting literature on request from

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New Building of the University High School, Oakland, California

F. H. BOREN, Principal

C. W. DICKEY, Architect

This is the institution used by the University of California as a training school for prospective high school teachers and furnishes an ideal laboratory for the testing and selection of high school text books.

The University High School, and all other Oakland High Schools have adopted the following books for exclusive use in the subjects covered:

- Tanner—*Composition and Rhetoric.*
 Cooper—*Poems of Today.*
 Brewer—*Oral English.*
 Davis and Getchell—*Stories of the Day's Work.*
 Speare and Norris—*Vital Forces in Current Events.*
 Shurter—*Masterpieces of Modern Oratory.*
 Long—*English Literature.*
 Boynton—*History of American Literature.*
 D'Ooge—*Elements of Latin.*
 Dubrule—*Le Francais pour Tous.*
 Marcial Dorado—*Primeras Lecciones en Espanol.*
 Marcial Dorado—*Primeras Lecturas de Espanol.*
 Marcial Dorado—*Expana Pintoresca.*
 Blasco Ibanez—*Vistas Sudamericanas.*
 Hawkes, Luby and Touton—*First Course in Algebra, Revised.*
 Hawkes, Luby and Touton—*Second Course in Algebra, Revised.*
 Schorling and Reeve—*General Mathematics.*
 Wentworth and Smith—*Plane Trigonometry.*
 Milliken, Gale and Pyle—*Practical Physics.*
 McPherson and Henderson—*Elementary Study of Chemistry.*
 Gruenberg—*Elementary Biology.*
 Hough and Sedgwick—*Human Mechanism.*
 Miner and Elwell—*Principles of Bookkeeping.*
 Moore and Miner—*Practical Business Arithmetic.*
 Powers and Loker—*Practical Exercises in Rapid Calculation.*
Standard English Classic Series.
New Hudson Edition of Shakespeare.

If you are not using these successful books in your school, we shall be glad to send you copies for examination.

GINN AND COMPANY

45 Second Street

San Francisco

(Continued from page 623)

"Section 3 does not apply either to renewals or to original certificates issued prior to August 7, 1923. It applies only to those who have been granted regular certificates after August 17, 1923."

Retirement Salary Payments

TEACHERS are reminded of the new retirement salary law passed by the recent legislature which requires them to pay the dollar heretofore deducted each month from their warrant in SEMI-ANNUAL installments of \$6 each. The law further specifies that the December and June warrants must be withheld by the county superintendent until the semi-annual installment of six dollars is paid. Teachers should note this carefully as they would be especially discommoded by the delay in receiving their December and June warrants.

A Teacher I Shall Always Remember

SUPERINTENDENT J. M. GWINN of San Francisco recently sent us the following note and composition:

"The other day on my visit to the Jean Parker School, one of the girls in the B Eighth grade wrote a composition. It seemed to be excellent. I asked her to send me a copy. I thought you might be interested in this composition. You may make use of it in the News, if you so desire."

The Composition

From the First Grade to the Eighth most of my teachers have tried to instill in my mind the things one needs for a good education. Among these teachers there is one who, in later years, I hope always to remember.

When I was promoted from the Low Sixth Grade to the High Sixth I was in Miss C—'s class. From some of the pupils I heard that she was very strict. I remembered, too, that once she had taken me out of line for talking. I was scared as I had never been before, but I remembered too that there is always a bit of humor in any person, and that comforted me.

How different I found her! Not at all too strict, but just pleasant and sweet, commanding respect wherever she went. Every lesson was explained fully, and it was not at all difficult to learn under her teaching. She seemed to be able always to understand, to laugh at a joke and smile back at you when you smiled.

For a year and a half I was taught by Miss C—, then one morning in January I had to bid goodbye to go on into another room where a different teacher ruled. Miss C—'s smile that encouraged one in her work, the pained look that came into her eyes when one failed, made everyone try and strive to know her lessons to bring the merry twinkle to her eyes and the smile that seemed to say, "I'm so glad you know."—By Gladys Johnston.

Additional Pay for Special Activities

TO encourage the recognition of preparation, special effort and good teaching, the West Virginia State Department of Education gives "coupons of credit" to teachers who take part in

special activities such as teaching night school without extra pay, or attain an especially high degree of efficiency in their regular classroom work, or take courses in college or normal school.

These coupons are intended mainly as certificates of merit, but they are also of monetary value to the teachers who earn them. Each coupon is an order on the board of education of the district in which it is earned, and has a value of \$1 per month for the school year. Not more than six coupons may be earned by a teacher during a school year.

A coupon may be earned by successfully completing three semester hours of college or normal school work, by organizing a thrift club or savings bank with \$50 deposited, for maintaining an average daily attendance of 95 per cent for the school term in a rural school of one, two, or three rooms, for organizing and conducting agricultural clubs under the direction of the State College of Agriculture, and for other such activities.—School Life.

Honoring Edward Hyatt

My Dear Mr. Landis—May I express the appreciation of my brothers and sisters, as well as myself, to you and the other superintendents for the services which were held in memory of my father and mother yesterday afternoon?

I regret that it was impossible to get word to any of us. We would have wished to be with you at that time.

Forty years ago my father taught his first school right here at West Riverside. From that time on his one thought, and my mother's as well, was for the children and the schools of California.

We are very happy that you did pause in the midst of your duties to think of them, whose lives were such a part of this work to which you are devoting yourselves.

We wish we could have seen the old friends with whom they worked for so many years, to thank them personally for their love and devotion. Most sincerely,

SHIRLEY HYATT WILLITS.

Corona, Cal., Oct. 16, 1923.

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Modern Junior Mathematics

By MARIE GUGLE

Three books, for seventh, eighth, and ninth grades

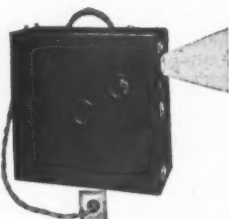
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Send for free "Junior High School Mathematics" wall chart

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Many years of experience in serving the needs of schools accounts for the prevailing use of the DeVry Projector as the standard in the California schools.

In the auditorium, as well as the class room, the DeVry performs equally well, showing pictures of theatre quality—clear, rock steady and flickerless.

Our booklet, "Motion Pictures in the School," details the experiences of a few of the largest school systems in the country.

Write for your copy

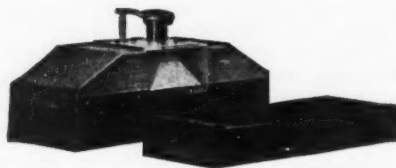
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SMALL TOOLS AND LATHES
SLOYD KNIVES

JUSTINIAN CAIRE COMPANY

573 Market St. San Francisco, Calif.

(Continued from page 619)

and foreign folk may lead incidentally to an interesting study of home geography.

The following passage, from the chapter on the Japanese, will indicate the literary style of this attractive little volume:

"When you pass the women you cannot help but wonder why they walk pigeon-toed and why they take such tiny steps. We are told that they have been taught to walk in that fashion for generations, so that their pretty kimonas will not open as they walk. There are no pins, no hooks and eyes on Japanese clothes.

The poor people in the country work very hard. They must make the best use of the little land they have. The children help in the fields as soon as they are old enough. Their mothers carry them on their backs while they bend over, maybe knee deep in mud, planting rice or pulling the weeds from the ground. Does that not seem hard work? But you would be surprised how happy and contented these people seem.

Rice and tea and fish are the foods the poor eat. They cannot have milk or meat, because there is not land enough to grow food for animals. Where there is no milk there is no butter, and the Japanese use bean oil instead. They do not always take the trouble to cook the fish, but eat it raw. They do not eat much meat. This may be one reason why they do not grow tall and broad. Another reason given for the smallness of the stature of the Japanese is that they squat so much that it retards their growth. In some places in Japan they are learning to use chairs as we do, and now maybe they will grow to be larger.

Often, when traveling along the road, groups of children with their teacher may be found. They are learning how to observe and to love nature. It is no wonder the Japanese love the fields and trees, the flowers and the sky, and the wind. Not only is it born in them, but this nature study is always encouraged. The Japanese are an intelligent people, and every boy and girl is taught to read and write."

V. MacC.

BOOKS RECEIVED

High Schools

Course of Study for Berkeley High School,
Course of Study Monographs, Berkeley
Public Schools, Berkeley, Cal. 88 pp. 1923.

Psychology

Psychology and Self-Development—By Henry
Eastman Bennett. 296 p. il. Ginn, 1923.

Our Fear Complexes—By Edward Huntington
Williams and Earnest Bryant Hoag. 306 pp.
Bobbs-Merrill, 1923. \$1.75.

English

Modern Word Studies, pronunciation, spelling,
word analysis. By J. N. Hunt. 160 pp.
American Book Co., 1923. 52 cents.

The Socialized Recitation in English—By Louise
C. Rusch (Modern Education Series, edited
by James E. McDade). 88 pp., paper covers.
Plymouth Press, 1923.

Cheerful Children—By Edmund Vance Cooke.
91 pp. il. Beckley-Cardy Co., 1923. 70 cents.

NOTICE

A large number of complaints have reached us in regard to Walter H. Nichols' book **TRUST A BOY**, because of the tremendous loss of sleep suffered by its readers.

The complaints are justified, because never in this story of four boys, man hunters by accident in Great Salt Lake, is there a minute without suspense or a thrill. It is a true adventure story of the highest type. It runs truer to boy life in a small town than anything we know of since Tom Sawyer or Mitch Miller.

Its background being around Great Salt Lake, a large amount of valuable historic information is imbedded in the plot.

TRUST A BOY has within it the power to foster in boys those characteristics of downright honesty, courage and fair play so necessary to clean manhood.

*An Exceptional Book for Pupils'
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Songs that Cheer

One teacher wrote us that these songs were the cheery songs that all her pupils so liked to sing. That this book made music teaching easy as could be. That's the way so many thousands of teachers feel about the

101 Best Songs

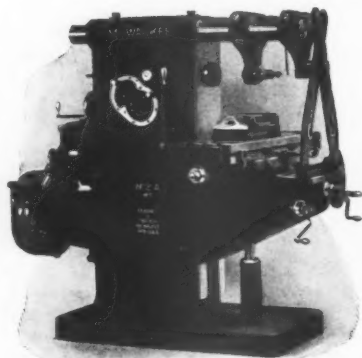
and one of the reasons for its astounding success. Just think of a book that has sold over 5,500,000 copies. If it just suits all these other teachers, we feel sure it will suit you, too.

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LOS ANGELES

The Richmond Teachers' Association held its annual banquet in mid-October at the Roosevelt Junior High School that was attended by fifty local instructors. Miss Mardelle Robinson, the chairman of the association, presided. W. T.

Helms, superintendent of schools, gave a short address. Other numbers on the program included Mrs. Dorothy Dimm, who gave a cello solo; vocal selections by Miss Lesta Andrews, and a talk by Rev. Thomas A. Boyer.

Say you saw it in the Sierra Educational News

(Continued from page 619)

Teenie Weenie Land—By William Donahey and Effie E. Baker. 128 pp. il. Beckley-Cardy Co., 1923. 70 cents.

Grimm's Fairy Tales—Edited by Sara E. Wiltse. Illustrated by Blanche Fisher Laite. Two vols. Part I, 254 pp.; Part II, 230 pp. Ginn & Co., 1923. 68 cents each.

The Teaching of Reading—A textbook of principles and methods. By Harry Grove Wheat. 346 pp. Ginn & Co., 1923.

The Beacon Sixth Reader—By James H. Fassett; with illustrations by Rodney Thomson. 341 pp. Ginn, 1923. 88 cents.

Walter Scott's Guy Mannering—Edited, with a historical instruction, by Charlotte M. Yonge. 516 pp. il. Ginn, 1923. \$1.00.

Self-Help English Lessons, Third Book—By Julia Helen Wohlforth and John J. Mahoney; illustrated by Frederick Richardson. 392 pp. World Book, 1923.

Growth and Structure of the English Language—By Otto Jespersen. Fourth edition. 264 pp. Appleton, 1923. \$2.00.

Social Backgrounds—English Literature—By Ralph Philip Boas and Barbara M. Hahn (Atlantic Classics). 337 pp. il. Atlantic Monthly Press, 1923.

How to Teach Handwriting—A Teachers' Manual—By Frank N. Freeman and Mary L. Dougherty. 305 pp. il. Houghton-Mifflin, 1923. \$1.80.

Other Languages

Au jour le jour—First year French reader and composition. By Eugene F. Maloubier. (Heath's Modern Language Series). 272 pp. il. and maps. Heath, 1923. \$1.36.

La France et Les Français—Par M. S. Parment. 371 pp. ill. MacMillan, 1923.

Moral Education

Education for Moral Growth—By Henry Neumann. 383 pp. Appleton, 1923.

The Game of Life—By Mary Waddell. 16 pp. pamphlet. Lincoln-Lee Legion, Westerville, Ohio, 1923. 10 cents.

Scientific Temperance Simplified—By Mary Waddell. 16 pp. pamphlet. Lincoln-Lee Legion, 1923. 10 cents.

Social Sciences

Essentials of Economics—By Fred Rogers Fairchild. 543 pp. il. American Book Co., 1923. \$1.60.

Civic Science in Home and Community—By George W. Hunter and Walter G. Whitman. 527 pp. il. American Book Co., 1923. \$1.60.

United States History—By Archer Butler Hulbert. 656 pp. il. Doubleday-Page, 1923. \$2.00.

Where Our History Was Made, Book One—By John T. Faris. 326 pp. il. Silver, Burdett, 1923.

Industrial History—By Harry B. Smith. 305 pp. il. Macmillan, 1923.

Natural Sciences

Laboratory Experiments in Practical Physics, to accompany the revised edition of Black and Davis' "Practical Physics"—By Harry Black. 241 pp. il. Macmillan, 1923.

Superintendents—Principals—Teachers

DO YOU REALIZE that the Constitution of the United States must be taught in your schools before the end of the Eighth Grade?

WILL your Eighth Grade pupils be ready for an examination on the "provisions and principles of the Constitution," as required by the new state law?

HAVE you a text that your Seventh and Eighth Grade pupils can study effectively?

You know, of course, that the phraseology of the Constitution is adapted to the comprehension of statesmen, lawyers, etc., rather than school children.

Hence, the text for which you are waiting must throw upon the immortal document the flashlight of simplicity, and must, with sympathy, interpret its provisions to immature minds.

Such text, written expressly to aid you in the administration of the new law is—

OUR CONSTITUTION Its Story—Its Meaning—Its Use

—by—

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San Francisco, California

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By J. Paul Goode, Ph. D.

Professor of Geography, University of Chicago

This new atlas will give help and inspiration to the student of geography and history, and aid every one to keep abreast of world affairs. It contains more than three hundred maps and is attractively bound in cloth.

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Say you saw it in the Sierra Educational News

How Do You Feel--After School?

Perhaps your shoes are comfortable—they do not exactly “bother” you; but are they permitting the proper foot exercise and affording the flexible support which promote good health and buoyant spirits?

Much fatigue is caused by wearing stiff arch shoes which cause the foot muscles to become inactive and weak, check free circulation and bring a strain upon the calf muscles. The muscles and ligaments of the foot require exercise and freedom to function as Nature intended, in order to preserve their strength and tone, needed to hold up the 26 small bones of the foot in a resilient, arched formation.

A flexible arch shoe, such as the Cantilever Shoe, is resilient like the arch of your foot, yet offers a gentle and pleasing support without restraining the natural foot action.

We hear daily from teachers throughout the country who have benefitted themselves, increased their efficiency and endurance by wearing the Cantilever Shoe.

The scientific construction of the flexible arch, the natural sole line and the well set heel contribute largely to the healthful reaction and the unusual comfort of the

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You are cordially invited to see the Cantilever in its various attractive styles at any of the agencies listed below. Only one selected store in each city has the Cantilever agency (except in New York and Chicago). Each agency takes pleasure in demonstrating the different Cantilever qualities that help to keep you in good health and good spirits.

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Long Beach—Cantilever Shoe Store,
Farmer's & Merchant's Bank Bldg.,
3rd and Pine St.

Los Angeles—Cantilever Shoe Store,
508 New Pantages Bldg., 7th and Hill
Sts.

Oakland—Cantilever Shoe Store, 205
Henshaw Bldg., 14th and Broadway.

Pasadena—Cantilever Shoe Store, 378
E. Colorado St.

Sacramento—Cantilever Shoe Shop, 208
Ochaner Bldg., K St., between 7th
and 8th.

San Diego—The Marston Co.

San Francisco—Cantilever Shoe Store,
250 Arcade Floor, Phelan Bldg.

San Jose—Hoff & Kayser.

Santa Barbara—Smith's Bootery, 1023
State St.

Stockton—Dunne's Shoe Store, 330 E.
Main St.

(Continued from page 621)

terested persons of all countries. The plan does not call for legislative action unless necessary to back up new and fundamental processes. It is the conviction of the giver and of the Federation that universal peace must have universal application and must begin with unprejudiced childhood. We desire also to create a world-wide thinking on the subject of the Golden Rule as applied to international contracts and to produce a psychology or "world mindedness" such as will support any system of diplomacy or any functioning of the state.

Rules of the Contest

1. All manuscripts must be in typewritten form with sufficient margin for the notes of examiners.
2. The Commission on Award reserve the right to reject such manuscripts as they may desire.
3. The plan should contain a clear, concise set-up of not to exceed 2,500 words, with not more than an equal number of words in argument or clarifying statements.
4. Manuscripts will not be returned. The Federation reserves the right to retain for such use as it may see fit all plans submitted.
5. Only one plan may be submitted by one person or organization, and no person who is a member of an organization which submits a plan shall be allowed to participate further in the contest.
6. In order to secure impartial decision, manuscripts should be unmarked, but should be accompanied by plain, sealed envelope unmarked in which shall be given the author's name and address, so that in case of acceptance the award may be mailed to the proper person. Any identifying marks will render the manuscript ineligible to compete.
7. Plans must be submitted on or before July 1, 1924.
8. The award will be given, \$12,500 when the plan is accepted, and \$12,500 when the plan is inaugurated.

Every one knows that it is systematic saving that counts in the long run. Modest sums put aside regularly get farther than spasmodic spurts in banking bigger lump sums. In this instance the story of how the tortoise beats the hare finds its counterpart on every side.

In order to save consistently, it is necessary to put one's affairs on a budget basis. The government did this with results that were strikingly successful.

Ten per cent of the monthly income is regarded as the reasonable minimum for addition to one's capital—a principal sum not to be disturbed except in an extremity. Indeed, some authorities recommended 20 per cent as a basis, but even 5 per cent is to be preferred to a very occasional 20 per cent.

Recently there has been a tendency on the part of financial institutions to encourage systematic saving by enabling their clients to buy bonds on a partial payment plan. Noticeable among these bond houses which have sought



**When
Business
Saps the
Vitality**

the executive who keeps this invigorating and thirst-quenching tonic upon his desk and refreshes himself with a teaspoonful of

Horsford's Acid Phosphate

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and finally in the formulated song-sentences, as a joyous climax
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HAWAII is a real Hawaiian production. But, while they have
many distinctive Hawaiian songs, they all express the spontaneous
spirit of childhood and are suitable for all kindergartens and
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Geographical Backgrounds
Old English Period
Period of Transition
Age of Chaucer
Chaucer to Elizabeth
Age of Shakespeare
Age of Milton
Restoration
Early 18th Century
Age of Johnson
Transition to Modern Life
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Work for that school, the hope of your nation, the opportunity of the children, the corner stone of democracy and equality on this continent.—Editorial in Hearst Papers.

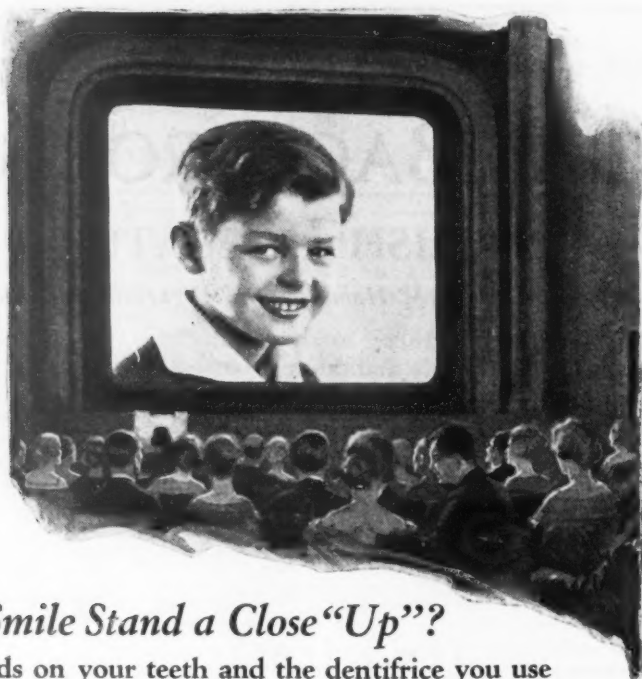
So significant is the situation at Tulsa, Oklahoma, where Dr. P. P. Claxton recently took over the superintendency of the school system, that mention is made of it here. The fact that Dr. Claxton receives the highest salary paid any school superintendent in the United States (\$18,000.00) is not the significant thing. The city of Tulsa, however, is not one of our large centers. Evidently the purpose is to leave no stone unturned to have one of the most effective school systems in the country. Dr. Wm. T. Bawden had served for several years with Dr. Claxton as assistant to the latter while he was United States Commissioner of Education. Dr.

Bawden is a specialist in all phases of vocational, industrial and part-time education, and will lend tremendous strength in working out the new plans for the schools at Tulsa.

The United States Commissioner of Education, Dr. John J. Tigert, announces the appointment of Dr. George Zook, specialist in higher education in the Bureau of Education, as assistant to the commissioner and director of the technical staff of the bureau. Dr. Zook succeeds Dr. Wm. T. Bawden, who recently resigned to accept the position of associate superintendent of schools at Tulsa, Oklahoma. Dr. Zook has long been connected with the bureau and is familiar with the work and details involved and will be a worthy successor to Dr. Bawden.

J. W. Fricke, president National School Supply Association, recently returned from Chicago, where he attended a meeting to determine the program for the annual convention to be held in that city from January 8th to 11th next. Mr. Fricke is also president of C. F. Weber and Company, San Francisco. His return was made the occasion for a banquet to celebrate the first day in the new office building of the company at 609 Mission Street. Officials of the company were present from Los Angeles, Phoenix, Reno and San Francisco.

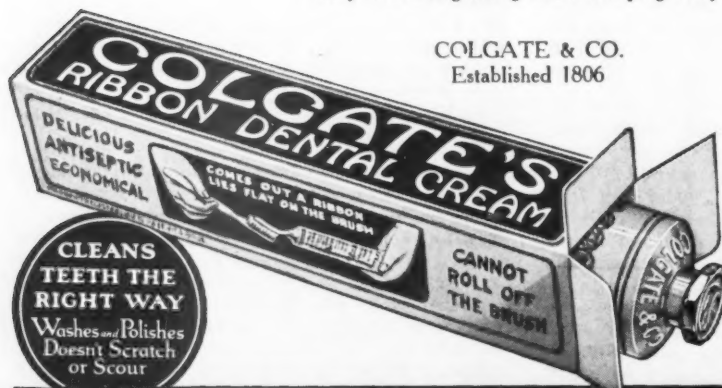
Say you saw it in the Sierra Educational News



Can Your Smile Stand a Close "Up"?

It all depends on your teeth and the dentifrice you use

1. *Wash your teeth—don't scour them—*A rough eraser soon tears a hole in writing paper. Your teeth are protected by enamel which is as thin as a sheet of paper. Treat your teeth as carefully as you do an exercise you don't want to copy over. Don't use a gritty dentifrice. Colgate's has no grit. It washes and polishes without injuring the enamel.
2. *Wash teeth after every meal—*A tooth, like a pen, picks up little clinging particles. The time to clean your pen is after using it; the same is true of your teeth.
3. *Use your dentifrice as a cleanser—not a "cure-all"—*A blotter will take ink off your clothes but it won't take out the ink spot. A dentifrice will take food particles from the teeth but it won't remove decay caused by food left too long. A Dentist is the one to do that.
4. *Massage your gums—*Gums, like boys and girls, need rest once in a while. By rubbing them just before bedtime you are giving them a recess from a hard day's work.
5. *See your Dentist regularly—*Your teeth should pass an examination at least twice a year. Otherwise they may not keep up with the rest of your body which is growing and developing every day.



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Say you saw it in the Sierra Educational News

One pupil in a hundred, in an average elementary school, can complete the eight grades in four years, according to Dr. Starch of Harvard. Two could complete the elementary curriculum in five years. To conclude his illuminating tables:

9%	in	6	years
21%	"	7	"
23%	"	8	"
21%	"	9	"
9%	"	10	"
2%	"	11	"
1%	"	12	"

with 1% of the elementary school population not accounted for.

This significant table of capacity levels has an important bearing on the size of elementary school most desirable for classification purposes, states Dr. W. Hardin Hughes, director of educational research, Pasadena, California. "In an elementary school of 1000 enrollment, for example, there would be, according to this table, the following distribution of pupils on the basis of achievement possibilities:

Capable of Completing the Eight Elementary Grades:

120	pupils	in	4,	5,	6	years	each
210	"	"	"	7	"	"	"
330	"	"	"	8	"	"	"
210	"	"	"	9	"	"	"
120	"	"	"	10, 11, 12	"	"	"

(10 unaccounted for.)

Footnote (1) American Educational Digest Vol. 43, No. 1, Sept. 1923, pp. 11, 12.

Teachers who have been preaching the value of milk in the dietary of childhood will find sustenance, as well as quaint humor, in the following letter, from Japan to a California board of trade:

"If milk of the cow will make very large people from very, very small one into school, my people in Japan say maybe it make people of very large and dignified stature of Japanese. We have envoys who will arrive and wish to make very, very careful investigation. Can Japanese get information.

"Japan begin to love very much the dairy cow. If she make our people much taller people then she make them much more dignity of race."

Chicago high school pupils who marry are excluded, by action of the board of education. A nineteen-year-old boy who returned to school after his honeymoon was promptly dismissed.

The Association of Commerce of Chicago has had made a study on the cost of education. The brief digest of this report is an admirable summary. It suggests excellent methods for any city to approach this important subject. The facts of the study seem to indicate to the committee that some limitations of expenditures for public education are necessary. All that the tables show, however, are rising "costs" for the upper levels of schooling. No mention is made of great economic changes nor of the deprecia-

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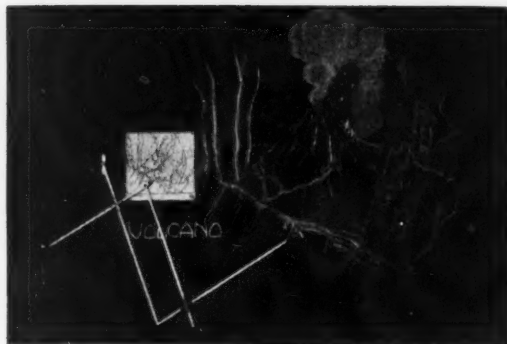
Your pupils will eagerly assist you in making colored Posters for the walls. Their messages will be of permanent value and a stimulant to better scholarship.

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Address

School Grade taught.....

tion of the dollars. The conclusions given out may prove as dangerous and misleading as the facts themselves are wholesome.

Practical instruction in printing is now offered in nearly 1,000 schools in the United States, according to a recent statement in the Printing Instructor. Questionnaires were recently sent to 965 institutions which had been reported as offering instruction in printing. Of these, 457 schools replied:

Vocational schools	99
(Receiving Federal aid, plant schools, and others functioning in a strict vocational sense.)	
High schools (not vocational)	110
Below high schools	132
(Junior high, prevocational, continuation, manual training, industrial arts.)	
Colleges and state normal schools.....	27
State schools for the deaf	24
Penal and charitable institutions	32
(Reformatories, orphanages, etc.; also private schools.)	
Not teaching printing	33

Total schools reported..... 457

Enrollment figures show more than 4,000 students in vocational schools, that is, students who expect to enter the printing industry for their life work.

The enrollment in the Catholic elementary schools of New York City is about 165,000, according to a statement of Monseigneur Joseph F. Smith, superintendent of the New York Catholic School Board. Eleven new Catholic schools have been opened and a number of other buildings now under construction will soon be ready. The registration in parochial schools is said to be about one-sixth of the number of pupils in public schools.

School children of the country saved \$9,500,000 during the school year 1922-23, according to figures given out by the savings bank division of the American Bankers' Association. The savings by children during the last school year showed an increase of \$3,500,000 over the previous year. Among the cities of the country with a school enrollment of more than 10,000, the ten leading in total savings last year, with the amounts, are as follows: Pittsburgh, \$569,585; Providence, R. I., \$424,492; Minneapolis, \$167,056; Akron, O., \$147,778; Trenton, N. J., \$130,862; Memphis, Tenn., \$123,075; Wilkes Barre, Pa., \$121,204; Toledo, O., \$116,043; Rochester, N. Y., \$108,973; Duluth, Minn., \$100,856. Memphis led in the percentage of pupils participating, with 97 per cent.

The cost of all public elementary and secondary schools in 1920, estimated at a little over a billion dollars, was four tenths of 1 per cent of the national wealth, 14/10 per cent of the national income, and less than 7 per cent of the amount of money lying in the "savings accounts" of the banks in 1921.

In 1920, for further example, our people spent seventeen dollars for luxuries for every dol-

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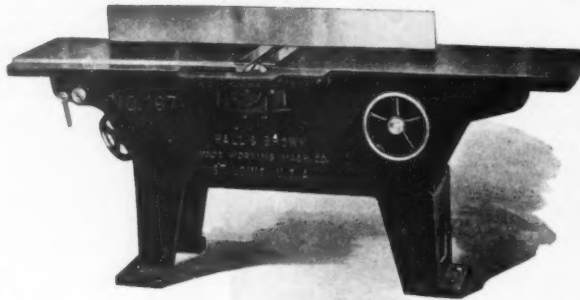
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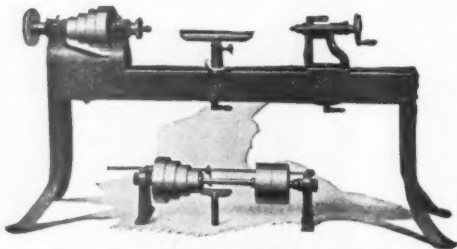
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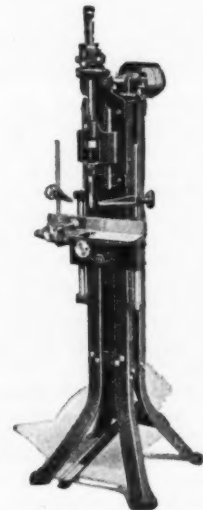
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lar that they spent for education, and eight and one-half dollars for other forms of public service as compared with one dollar for education. Moreover, though there has been seemingly an "enormous" increase in educational expenditure in recent years, the percentage of income spent for education has not greatly risen since 1910 and is, in fact, less than in 1914.

The sum spent on education sounds "enormous." But when reduced to its lowest terms—the cost to each individual—it seems very small. Taking the country over, it is about 3 cents per person per day. It seems hardly fair to charge education with the excessive burden of which it is such a small part. We are able to give without "sorely taxing" our ability what is needed to provide adequate school advantages for all, if only we regard the education of our children as a primary duty of the state.

Los Angeles City has the following new ordinance prohibiting vendors from congregating near schools:

"It shall be unlawful for any person, firm or corporation, either as owner, agent, employee or otherwise, to keep, maintain or conduct, or to cause to be kept, maintained or conducted, any lunch, meal or eating cart, wagon or stand, in or upon any public place within two hundred (200) feet of the nearest property line upon which a public school building is located."

Many indications are to be noted showing the trend of the working classes toward a steadily higher educational preparation for their tasks. Miss Alice Henry, director of the Woman's Trade Union League, said recently: "The more intelligent workers realize their scholastic shortcomings. They know they are not qualified to take over and direct great industries. It is only the radicals among the workers who feel big enterprises can fare well in their hands." The announcement that the Brotherhood of Locomotive Engineers will conduct an educational information bureau for the benefit of their members, is another sign of the times. Recently the Ladies' Garment Workers' Union of New York City voted a fund of \$17,500 for educational purposes. Everywhere Labor is beginning to realize the importance of its responsibilities, and the consequent necessity of being well prepared for the opportunities of the future.

Teachers' rating cards and self-rating scales have been published by the Michigan State Teachers' Association (Lansing). These are one cent each. Free publications include: Projects in early elementary grades; uniform child accounting and unit costs; costs of consolidated schools; teachers' code of professional ethics. The Syllabus of Bible Study for Senior and Junior High Schools (Bulletin 50) should be ordered direct from the State Superintendent of Public Instruction.

The Nature Study Bulletin, issued monthly by the Long Beach City Schools, is edited by L. W. Welch, Supervisor of Agriculture and Na-



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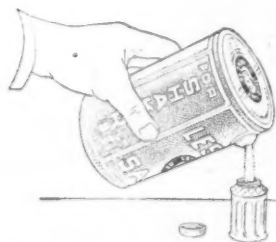
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ture Study; Julia Ellen Rogers, member of the Board of Education, and Romola Adams. The objects of this bulletin are: to facilitate the teacher's work by furnishing timely information upon available nature study material, its location, means of collection and preservation, rearing of live material; to suggest method and helpful literature; to spread useful experiences of other Long Beach teachers. The editors invite the teacher who has a nature study message to write it and let us give others the benefit of it.

Professor Karl Pearson, in a recent publication of the Galton Laboratory, England, shatters some ancient fictions. His conclusions are based upon exhaustive studies of five thousand elementary school children and show:

General intelligence and a variety of psychical characteristics seem practically to be unchanged throughout the whole range of school life. It is not therefore possible for the teacher to modify them. It is the parent, not the teacher, who provides the metal; all the teacher can do is to give it an edge and temper it. Secondly: General health changes exceedingly little during the whole school period. Health and intelligence are correlated; although not very markedly. While recognizing this association of health and intelligence, it does not seem feasible with the present state of medical knowledge to improve intelligence by modifying health. In the middle classes, where environmental and medical care of children is the rule, we do not find any appreciable advance in health during school years. We are forced to recognize that on broad lines health and intelligence are innate characteristics, chiefly determined by inheritance. Thirdly: There appears to be no foundation for the widely spread opinion that health is a governing factor of temperament.

There is an unauthorized salesman soliciting orders for Webster's New International Dictionary—Reference History Edition, with Atlas, from schools, teachers and others, in various parts of the country, whose method is to offer the Dictionary and Atlas at a special price, of about \$15.00, insisting on payment being made in advance, and, where money is so paid, the customer waits in vain for the delivery. He is about forty years of age, possibly a little younger—slightly gray. A good-sized, well-formed man, about six feet high, rather ruddy face. Has a very pleasing manner—but seems rather nervous and restless. Since April, 1923, this man has operated in Cleveland, Ohio, Dallas, Kansas City, Birmingham, Denver, Phoenix, and various places in California and Montana. **This salesman is not employed by G. & C. Merriam Company, the publishers of Merriam-Webster Dictionaries, nor by any of their general distributors.**

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\$1.00 each for two or more; \$1.25 for one. Size, 22x28, including the white margin.

Artotypes, Hand Colored, same size, at \$1.50 each for two or more; \$2.00 for one.

"Can't You Talk?" and "Saved" are very popular.

New 1923 Catalogue—1600 Miniature Illustrations—64 Pages—Price, 15 Cents
It contains a Boston Edition picture, a New York Edition picture, a Bird Picture in Colors, and an Extra Size picture on paper 9x12.

"I still treasure the Perry Pictures given me when in the grammar grades, and I want to give each of my pupils the pleasure of owning a few of them.".....

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at its expense. Twenty-five dollars reward will be paid to the person furnishing information that will result in the conviction of this man.

Mrs. Thomas S. Winter, president of the General Federation of Women's Clubs, visited Cali-

fornia and the West, on an official tour, during November. She made many addresses. The Women's Clubs of America are writing in a great constructive program of support of and information concerning the American public school system. Mrs. Winter is a noble expo-

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ment of all that is worthy in America's educational organization. The women's clubs are potent forces in the improvement and adequate financing of the schools.

The 1924 Convention of the National Education Association has been announced by the national officers to take place during the first week in July at Washington, D. C. Teachers throughout the nation will look forward with interest to attending the meeting of the Association held in the national capital.

National Thrift Week occurs January 17-23, beginning Benjamin Franklin's birthday, and will go forward under the slogan **For Success and Happiness**. A striking silhouette of Franklin dominates the poster of this season.

Special features of interest to educators are the plans for teaching thrift which bring into helpful cooperation the public schools and banks of the community. The thrift poster contest in which the pupils make attractive posters, each treating some phase of thrift, will be a popular feature this season. Other features will include the Detroit plan, consisting of educational visits to the banks, outside banking hours, under the guidance of teachers.

Information and material helpful to teachers will be sent free by addressing John A. Goodell, secretary National Thrift Committee, 347 Madison Avenue, New York City.

The special topics for the days of the week approved at the conference for this season are as follows:

Thursday, January 17—National Thrift Day.
Friday, January 18—Budget Day.
Saturday, January 19—Pay Bills Day.
Sunday, January 20—Share With Others Day.
Monday, January 21—Life Insurance Day.
Tuesday, January 22—Own Your Home Day.
Wednesday, January 23—Make a Will Day.

The program of the Thrift Week movement is based on the success creed of ten points, consisting of the following:


Work and Earn, Make a Budget, Record Expenditures, Have a Bank Account, Carry Life Insurance, Own Your Home, Make a Will, Invest in Safe Securities, Pay Bills Promptly, Share With Others.

President S. E. Davis of the State Normal College, Dillon, Montana, writes us that the college opened this year with by far the largest registration in its history. The State Board of Education has recently authorized and provided the funds for the construction of a gymnasium, library building and new heating plant.

\$500⁰⁰ Cash Prizes

COMPETITION OPEN TO TEACHERS

for Best Educational Motion Picture Scenarios—Prize-winning scenario to be filmed and distributed to American schools. For details of contest write
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A National Organization of American Educators



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 4. **HARDY CHRYSANTHEMUM CLUMPS**, all best sorts, 12 for \$1.75 for \$5. They winter well planted October.
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 7. **HARDY SHRUBS**, such as Jap. Barberry, Privet, Spiraea, Weigelia, Forsythia Hydrangeas, etc., are best set now. \$1 each for big 4 yr. old, 12 for \$9; 2 yr. Privet at 25c each, \$15 per 100.
 8. **FRUIT TREES**, all kinds, 3 yr. \$1 each.
 9. **BLACKBERRIES**, and all other berries and currants, \$2.00 per dozen, \$15 per 100.
- Place orders today with remittance for fall delivery and will be sent at best planting dates.

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The Progressive Voters' League of California issued a formal statement flatly contradicting a claim by the State Board of Control that enormous budget allowances for education leave only \$29,000,000 in the next two years for all other expenditures, and asserting that the California government will spend more than twice as much for "other purposes" than the

Governor's budgeteers set forth.

In a recently published article, described as an "official statement of the Board of Control," regarding educational expenditures and other factors in the state budget, appeared the following, described as an outstanding feature in the statement.

"That of the total 1923-24 budget of \$79,000,-

Say you saw it in the Sierra Educational News

000, the sum of \$50,717,000 was for education, leaving the \$29,000,000 for the other expenditures of the state."

Here are the "other expenditures by the state," as set forth in the original printed budget sent to the Legislature by Governor Richardson, and it should be remembered that nearly \$10,000,000 more was added to these expenditures after this budget was prepared.

Governor	\$91,600.00
Lieutenant Governor	8,000.00
Legislative	436,739.34
Judicial	1,315,964.60
Administrative	4,498,349.00
Health regulations	739,636.32
Labor regulation	319,060.00
Commerce	6,721,741.80
Benevolent	3,401,438.30
Corrective	11,793,541.10
Conservation	50,228.00
Development	23,391,112.00
Defensive	452,600.00
Miscellaneous	338,200.00
Interest, redemption of bonds	10,329,670.00
Emergency fund	700,000.00

Total\$64,587,880.46

And yet we are told that "of the total 1923-24 budget of \$79,800,000, the sum of \$50,717,000 was for education, leaving \$29,000,000 for other expenditures of the state."

Militarism was protested by the National Congress of Mothers and P. T. A. at its last annual convention in the following resolution:

Whereas, The Department of War has frankly avowed its purpose of entering our schools in order to secure a large number of summer military camps, and has already launched this program, therefore

Be it resolved, That the National Congress of Mothers and Parent-Teacher Associations protest this attempt to foster the military spirit.

All physical education teachers will be interested in some statistics recently published by the United States Army Surgeon General. Out of 12,000 regular army officers examined by army medical boards, 9,007 were found to have physical defects which were deemed to be of sufficient importance to justify notation on the report.

A total of 12,040 defects were reported for these 9,007 officers, some of whom presented two or more defects. The greater proportion of the physical abnormalities noted were not incapacitating at the present time but would, in most instances, if allowed to persist, tend to impair the future health and efficiency of the individual.

Some of the most frequent defects were: Abnormalities of the nose and throat, 16 per cent; abnormalities of the mouth, gums and teeth, 14 per cent; overweight, 14 per cent; flat feet, 106.91 per 1,000; arterial high tension, 10 per cent, and defective vision, 9.5 per cent.

Regular army officers are presumably a highly selected group of men, with physical fitness an important item in the selective pro-

Write Another!

If you've already submitted one limerick in the BANK STOCK School Stationery contest—*Write another.* Each contestant is allowed 3 limericks. One or more of yours may win a prize.

Copy on BANK STOCK paper and mail to us now. Remember the contest closes December 15th at 5 p. m.

Or if you haven't already entered, mail the attached coupon and we'll send you the terms of the contest.

YOU CAN DO BETTER THAN THIS:

Mary liked the old elephant's head
On her Bank Stock school notebook, and said,
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2nd Prize 25
3rd Prize 15

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Address.....

School.....



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Let's consider moving pictures in the school from your personal point of view. It isn't customary, we know, but the teacher surely has a vital interest in any equipment for school use. How will it affect you?

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Second, moving pictures will increase your own effectiveness as a teacher. There is no longer any question about the uniformity and the lasting character of the impressions made by pictures. Suitable films are now available on many subjects. They will make your time more productive of results.

To realize these advantages, you require first, the projection equipment. It is sufficient here to point out that the Acme S. V. E. is the ideal school projector because the same machine is easily available both for entertainment and classroom use; it is both a moving picture projector and a stereopticon; and it has the exclusive gold glass shutter, making it possible to stop anywhere on a film and show a still picture. We can go into these details with you fully at the proper time, also into the matter of film supply, financing your equipment, etc.

All we want to know now, however, is that you appreciate the advantages to you of having moving pictures in your school. Send the coupon below. It carries no obligation and will be kept strictly confidential.

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Gentlemen:

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Name
Address
School

cess. The above figures show clearly that physical defects are common; many are preventable and remediable.

One of the most delightful sightseeing trips in San Francisco is the Golden Gate Park-Cliff House-Presidio trip, conducted by the Pacific Sightseeing Company with headquarters at 745 Market Street. Among points of interest on this trip are Golden Gate Park, the Cliff House, Sutro Heights, the Presidio, the Exposition grounds and the fine residence districts. Other trips by auto made daily by the Company are the following: Giant Redwood Trees, Ocean Shore and La Honda; Oakland, Berkeley, University and Greek Theatre; Stanford University, suburban and fine residences; Marin County scenic trip, and San Francisco Bay. The Ocean Shore trip takes all day. It is a delightful tour through the Coast Range to Half Moon Bay, seeing many artichoke farms by the way, then on through La Honda Canyon, passing many nearby groves of redwood. The panorama from the top of the Coast Range overlooking the Santa Clara Valley is one of the finest in the world. On this trip, before returning to San Francisco, an hour or more is spent at Stanford University.

The consumption of magazines, like the consumption of flannel underwear and hot tamales, is regional in its distribution. Professor Ward G. Reeder of Ohio State University, states Time, examined the question, published his results. He based his calculations on the circulation of "ten magazines having the largest circulation." These are, according to Editor and Publisher: The Saturday Evening Post, Pictorial Review, Ladies' Home Journal, American, McCall's, Woman's Home Companion, Literary Digest, Collier's Weekly, Cosmopolitan, People's Home Journal.

The startling point of the survey is that, although most magazines are published in the East, most magazines are read in the West. The calculations show the percentage of the entire population which is supposed to be the magazine-reading public

California	25.8
Oregon	24.9
Washington	24.1
Nevada	21.25
Wyoming	20.8
Montana	18.5
Colorado	17.9
Massachusetts	17.8
Connecticut	17.2
Idaho	17.0
Ohio	16.8
District of Columbia	3.7

Mississippi ranked last with about 4 per cent. This rating places a group of seven Western states at the head of the list. Only two Atlantic seaboard states get into the first twelve—no Southern states whatever. The South in general stood last. Mr. Reeder declares that the ranking of the states in magazine reading is about the same as their ranking in intelligence

obtained by army psychology tests during the war.

There are two factors which perhaps are not properly allowed for in this analysis: (1) that the West has comparatively few high-class newspapers to compete with magazines as reading matter; (2) that there is a large foreign population in the Eastern half of the country which reads foreign language periodicals to the exclusion of all else.

(Continued from page 607)

SECTION MEETINGS

December 17, 18, 19, 20, 21, 1923—1:30 P. M.

English Section

Fine Arts Theatre, 720 South Grand Avenue—

Mr. Maurice Browne—A series of five lectures on "Drama and Poetry."

Science and Mathematics Section

Los Angeles High School Auditorium—

Dr. Dayton C. Miller, Case School of Applied Science, Cleveland, Ohio—A series of five lectures on "The Science of Musical Sounds."

Social Science Section

John Adams Junior High School Auditorium—

Dr. Frederick W. Roman, New York University—A series of five lectures on "The Economic, Educational and Social Problems of Europe Today."

(Continued from page 616)

Education.....	MRS. EARL MORRIS
812 E. First St., Santa Ana	
Emblem and Magazine.....	MRS. W. I. FISHER
2719 S St., Sacramento	
Extension.....	MRS. S. S. TURVEY
336 24th St., San Bernardino	
Finance.....	MRS. P. J. KRAMER
576-630 I St., Oakland	
Home.....	MRS. DONALD R. GREEN
1426 18th St., Sacramento	
Juvenile Protection.....	MRS. HENRY CASE
188 Catalina Ave., Pasadena	
Kindergarten.....	MRS. FRED NORTON
1325 Pinchot Ave., Stockton	
Legislation.....	MRS. JEROME CROSS
604 Benton St., Santa Rosa	
Membership.....	
1741 Crenshaw Ave., Los Angeles	
Patriotism.....	MRS. CURTIS HILLYER
1801 Upas St., San Diego	
Philanthropy.....	MRS. FRED DOERR
499 55th St., San Jose	
Publicity.....	MRS. JOHN SHEEHAN
117 Alpine Terrace, San Francisco	
Posters.....	MRS. AL SMITH
5605 Huntington Drive, Los Angeles	
Recreation.....	MRS. W. H. MARSTON
1500 Arch St., Berkeley	
Scholarship.....	MRS. FRANCIS B. SHELDON
456 Forthcamp St., Fresno	
Thrift.....	MRS. H. K. PIERCE
75 Park St., Santa Cruz	

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ROLL OF HONOR

California Teachers' Association—One Hundred Per Cent Membership, 1923

THIS is the first of a series of honor rolls, showing 100 per cent membership in the California Teachers' Association. The present list is only partial, as with very few exceptions, returns from the various section secretaries have not yet been received by this office. Moreover, in those sections of the state that have already held their annual meetings, "After-Meeting Campaigns" are now in progress, and complete returns will not be available for several weeks.

As the central and southern sections have not yet held their annual meetings, reports on these sections will be deferred until a later issue.

100 PER CENT CITIES AND COUNTIES

Del Norte County—

E. A. Moore, County Superintendent.

Eureka—

Geo. B. Albee, City Supt.

Modesto—

W. E. Faught, City Supt.

Piedmont—

H. W. Jones, City Supt.

Sutter County—

Mrs. Minnie M. Gray, County Supt.

Tehama County—

Miss Mamie B. Lang, County Supt.

Special Schools

Humboldt State Teachers' College—

N. B. Van Matre, President.

100 PER CENT SCHOOLS

Alameda County (nearly 100 per cent)—David

E. Martin, County Supt. These schools are 100 per cent: Alviso, Castro Valley, Decoto, Emeryville, Hayward, Irvington, Lincoln, Livermore, Marin (Albany), Mission San Jose, Mocho, Mowry's Landing, Mt. Eden, Newark, Piedmont, Tennyson, Valle Vista, Washington Union High.

Amador County, Sabra Greenhalgh, County Supt.—70 per cent.

Bakersfield—Charles E. Teach, City Supt.

These schools are 100 per cent: Emerson, Lincoln, Lowell, McKinley, Roosevelt, William Penn.

Contra Costa County—William H. Hanlon,

County Supt. These schools are 100 per cent: Ambrose, Bay Point, Brentwood-Deer Valley, Byron, Canyon, Concord, Dan-

ville, Excelsior, Franklin, Green Valley, Lafayette, Liberty Union High School, Lime Quarry, Lone Tree, Oak Grove, Pacheco, Port Costa, Riverview Union High School, Sand Mound, San Ramon, San Ramon Valley Union High School, Selby, Vasco, Walnut Creek, Willow Spring.

Oakland, Fred M. Hunter, City Supt.—These schools are 100 per cent: Clawson, Elmhurst, Emerson, Golden Gate Junior High School, Intermediate, Jefferson, Lafayette, Lakeview, McChesney, McClymonds, Melrose, Peralta, Sequoia, Tomkins.

Princeton Joint Union High School.—P. E. Baker.

Richmond, W. T. Helms, City Supt.—These schools are 100 per cent: Fairmont, Grant, Lincoln, Nystrom, Pullman, Peres, Richmond Union High School, Roosevelt Junior High School, Stege School, Washington, Winehaven.

Rio Vista Union High School.—J. S. Denton, Principal.

San Jose, Walter L. Bachrodt, City Supt.—These schools are 100 per cent: Grant, Hawthorne, Horace Mann, Jefferson, Lincoln, Longfellow, Lowell, Washington.

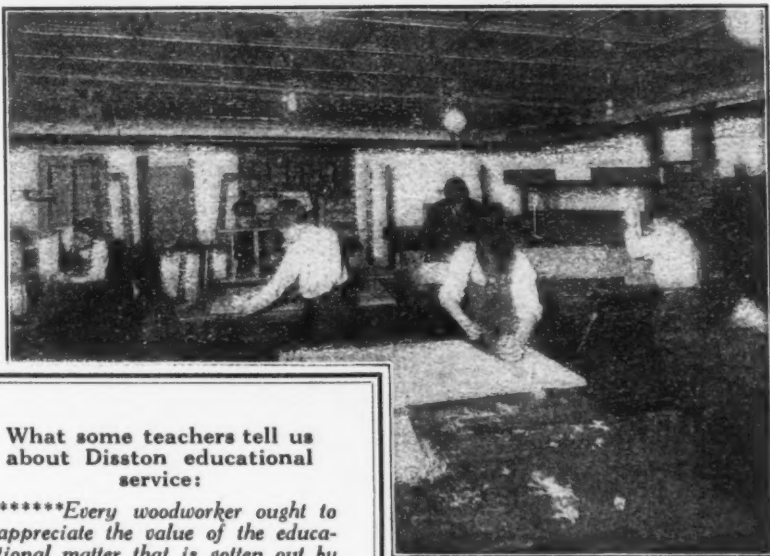
Santa Rosa, Jerome O. Cross, City Supt. These schools are 100 per cent: Administrative force Burbank, Fremont, Lincoln.

Solano County, Dan White, County Supt.—Fairfield Grammar School.

Stockton, Ansel S. Williams, City Supt.—These schools are 100 per cent: Fair Oaks, Franklin, Fremont, Grant, Hazelton, Jackson, Jefferson, Lafayette, Lincoln, Lottie Grunsky, McKinley, Monroe, North, Provocational, Roosevelt, Victory, Washington, Weber Grammar, Weber Primary.

Yuba County, Jennie Malaley, County Supt.—99 per cent.

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